

World HISTORY

Ancient Through Early Modern Times



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A Ziggurat in Ur



Visit the remains of a ziggurat from the Sumerian city of Ur, now part of Iraq.

Interactive (**) Review

Flipcards



Use Interactive Flipcards to review key people, places, and events from early civilizations.

COnline Test Practice



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Animated HISTORY

The Great Pyramid



Enter the world of ancient Egypt to see how the pyramids were built.

Animated GEOGRAPHY

Silk Roads



Visit ancient China to see Han art, the Great Wall, and the Silk Roads.

COnline Test Practice

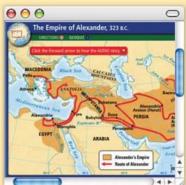


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Animated GEOGRAPHY

The Empire of Alexander



Travel with Alexander the Great as he conquers Asia to build an empire.

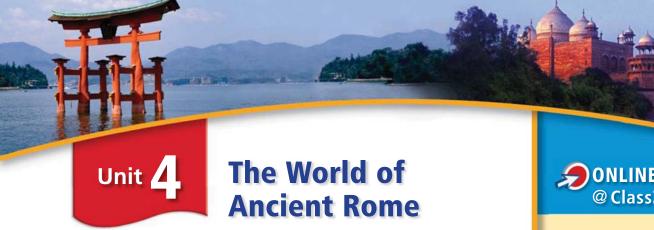
◄)) Starting with a Story

The Persian Invasion

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Imagine you are a soldier in ancient Greece. Listen to the story of a Persian invasion and decide what to do.

COnline Test Practice



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Roman Aqueducts



See how the Romans built aqueducts to bring water into their homes, fountains, and public baths.

Interactive (Review

Crossword Puzzle



Solve a crossword puzzle of key terms and names related to the rise of Rome.

COnline Test Practice



Regional Civilizations and Empires

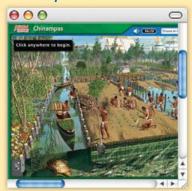
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Animated HISTORY

Chinampas



Visit the Aztec civilization and see how they farmed on *chinampas*, human-made islands.

◄)) Starting with a Story The Education of a Samurai



Imagine you are in Japan in the 1300s, and you are watching a 15-year-old boy complete his samurai's training.

COnline Test Practice



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European Feudalism



Click on each level of feudal society and hear the king, nobles, knights, and peasants speak about their lives.

Interactive Review

Flipcards



Use Interactive Flipcards to review key people, places, and events of the Renaissance and Reformation.

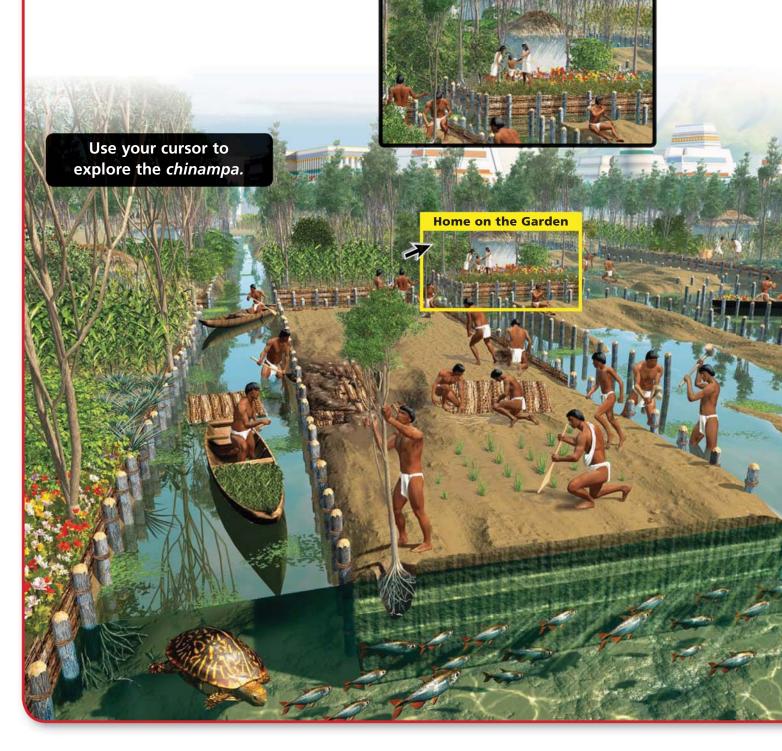
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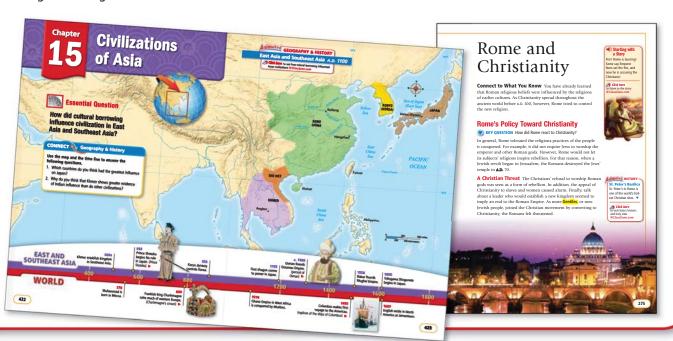
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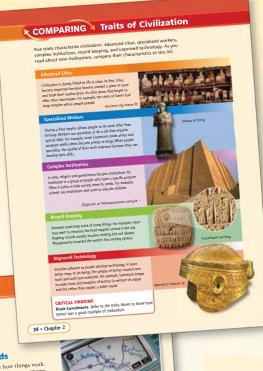


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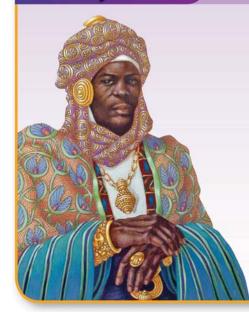


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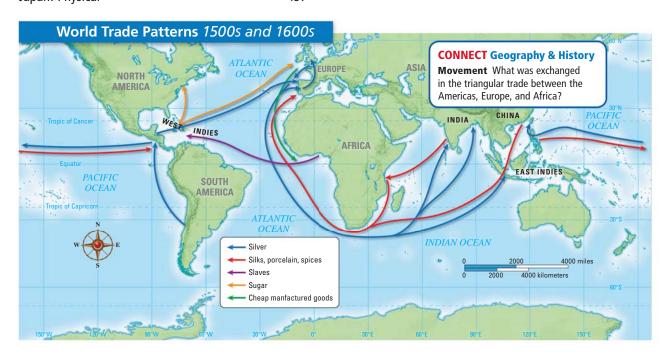
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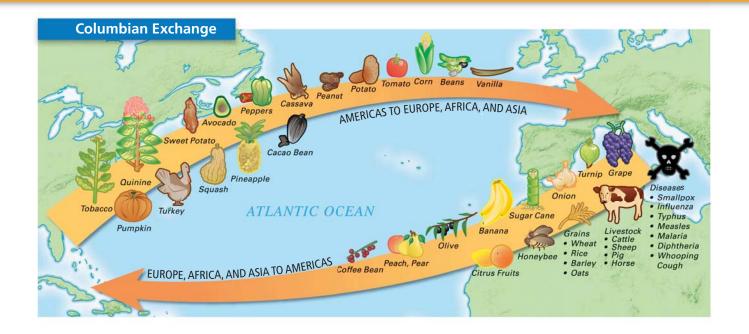
1 Pharaoh

Animated HISTORY Egyptian Social Roles

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READING FOR UNDERSTANDING

Four Steps to Being a Strategic Reader

These pages explain how *World History* chapters are organized. By using the four key strategies below, you'll become a more successful reader of history.

- Set a Purpose for Reading
- Build Your Social Studies Vocabulary
- **3** Use Active Reading Strategies
- 4 Check Your Understanding



Can you find it?

Find the following items on this and the next three pages.

- one chapter Essential Question
- two places where important words are defined
- three online games
- four key strategies for reading

Set a Purpose for Reading

Key features at the beginning of each chapter and section help you set a purpose for reading.

- **Essential Question** This fundamental question sets the main purpose for reading.
- Connect Geography & History This feature helps you to consider the relationship between geography and history.
- Animated Geography & History This sets the stage for where the history you'll study takes place.
- Before, You Learned and Now You Will Learn This information helps you to connect what you've studied before to what you'll study next.
- **Key Question** Each topic covered in the chapter is followed by a Key Question that sets your purpose for reading about that topic.

Build Your Social Studies Vocabulary

The Reading for Understanding pages provide three important ways to build your vocabulary.

- Terms & Names cover the most important events, people, places, and social studies concepts in the section.
- Background Vocabulary lists words you need to know in order to understand the basic concepts and ideas discussed in the section.
- **Visual Vocabulary** features provide visual support for some definitions.
- Terms & Names and Background Vocabulary are highlighted and defined in the main text so that you'll understand them as you read.



Dynasties of China





How did China change after the fall of the Han Dynasty?



CONNECT 🔖 Geography & History

Use the map and the time line to answer the following questions.

- Buddhism spread from India to China. Over which mountains did the Buddhist missionaries travel?
- 2. Zheng He made voyages along the coast of China and westward to India and Africa. On which bodies of water near the Chinese coast did he travel?



Reading for Understanding

Buddhism flourishes in China and spreads to Korea. (sculpture of Buddha)



BEFORE, YOU LEARNED

The Tang Dynasty helped reunify China and built a powerful empire.

NOW YOU WILL LEARN

China prospered under the rule of the Ta | and the Song. During this time the Chinese develop technologies that influenced the rest of the world.



TERMS & NAMES

imperial relating to an empire or emperor bureaucracy system of departments and agencies that carry out the work of a government

scholar-official educated official with a government position

wood-block printing printing system developed by the ancient Chinese, in which wood blocks were carved with enough characters to print

movable type small block of metal or wood with a single raised character, used for printing

porcelain hard white ceramic material, often called china

BACKGROUND VOCABULARY

terraces raised banks of earth having vertica sloping sides and a flat top



o to Interactive Review @ ClassZone.co

Reading Strategy

Re-create the web diagram shown at right. As you read and respond to the **KEY QUESTIONS**, use the web diagram to help you find main ideas about the economy, technology, and governments of Tang and Song China.



See Skillbuilder Handbook, page R3.

Advances Under the Tang and Song

Animated GEOGRAPHY & HISTORY Physical Geography of Present-Day China

Click here to see how geographic features affected China's history @ ClassZone.com

KAZAKHSTAN

KYRGYZSTAN

Connect to What You Know As Section 1 explained, the Sui Dynasty reunited China. In 618, the Tang Dynasty succeeded the Sui. The Tang rulers faced the task of keeping the recently reunified China together. They also wanted to hold onto their newly gained power.

Building the Imperial State

WEY QUESTION How was the Chinese government organized under the Tang and Song dynasties?

Ruling a vast country like China was a difficult task. To rule more efficiently, the Tang rulers developed an imperial state. Imperial means relating to an empire.

The Tang used several ideas they had learned from the Sui Dynasty to set up this organized, well-run government. For the most part, Tang government and military organization followed Sui models. In addition, the Tang used the Sui tax system. They even made the Sui capital—the city of Chang'an on the Huang He—their capital. (See the map on page 393.) Chang'an was important because it was located on major trade routes.



Wang Wei's Estate This p was done to im style of the Tan most famous p artist-Wang V



Use Active Reading Strategies

Active reading strategies help you note the most important information in each section.

- Reading Strategy Each Reading for Understanding page contains a Reading Strategy diagram to help you track and organize the information you read.
- Skillbuilder Handbook Every Reading Strategy is supported by a corresponding lesson in the Skillbuilder Handbook section at the back of this book.
- Active Reading Strategies in the Skillbuilder Handbook will help you to read and study World History.

imperial relating to an empire or emperor bureaucracy system of departments and agencies that carry out the work of a government

scholar-official educated official with a government position

wood-block printing printing system developed by the ancient Chinese, in which wood blocks were carved with enough characters to print entire pages

movable type small block of metal or wood with a single raised character, used for printing porcelain hard white ceramic material

BACKGROUND VOCABULAR

terraces raised banks of earth having v sloping sides and a flat top





Re-create the web diagram shown at right. As you read and respond to the KEY QUESTIONS, use the web diagram to help you find main ideas about the economy, technology, and governments of Tang and Song China.



See Skillbuilder Handbook, page R3.

398 • Chapter 14



1.2 Finding Main Ideas Defining the Skill

The main idea is a statement that summarizes the subject of a speech, an article, a section of a book, or a paragraph. Main ideas can be stated or unstated. The main idea of a paragraph is often stated in the first or last sentence. If it is in the first sentence, it is followed by sentences that support that main idea. If it is in the last sentence, the details build up to the main idea. To find an unstated idea, use the details of the paragraph as clues.

Applying the Skill

The following paragraph examines the bubonic plague that struck parts of Asia, North Africa, and Europe during the 1300s. Use the strategies listed below to help you identify the main idea.

How to Find the Main Idea

Strategy 1 Identify what you think may be the stated main idea. Check the first and last sentences of the paragraph to see if either could be the stated main idea.

Strategy 2 Identify details that support the main idea. Some details explain that idea. Others give examples of what is stated in the main idea.

EFFECT OF THE PLAGUE IN EUROPE

1 The bubonic plague had a significant social and economic effect on Europe. 2 Throughout Europe, the plague created doubts and fears that led to a breakdown in ordinary routines and a loss of order. 2 In addition, the plague caused a sharp decrease in population. This led to a shortage of labor. As a result, workers could demand higher pay for their labor. Some workers earned as much as five times what they had earned before the plague. 2 The plague also helped to weaken the power of the Church. Prayers failed to stop the disease, and many priests abandoned their duties.

Make a Chart

Making a chart can help you identify the main idea and details in a passage or paragraph. The $_{
m 1}$ chart below identifies the main idea and details in the paragraph you just read.

MAIN IDEA: The plague had a significant social and economic impact on Europe.

DETAIL: Throughout Europe, the plague created doubts and fears that led to a breakdown in ordinary routines and a loss of order

DETAIL: The plague caused a sharp decrease in population that resulted in a labor shortage and better wages for workers.

DETAIL: The plague weakened the power of the Church, which could do little to stop the spread of the disease.

Using the Internet

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Reading and Critical Thinking Skills

Analyzing Causes and Effects

Comparing and Contrasting

Identifying Problems and Solutions

Distinguishing Fact from Opinion

Recognizing Bias and Propaganda

Reading Maps, Graphs, and Other Vis

Finding Main Ideas

Sequencing Events

Making Inferences

Making Decisions

Making Generalizations

Analyzing Point of View

Drawing Conclusions

Summarizing

Categorizing

Evaluating

Synthesizing

Reading Maps

Creating a Map

Interpreting Charts

Interpreting Graphs

Creating a Model

Research and Writing Skills

Taking Notes with Graphic Organizers

Evaluating Internet Sources

Using a Search Engine

Formulating Historical Questions

Forming and Supporting Opinions

Using Primary and Secondary Sources

Practicing the Skill

Turn to Chapter 2, Lesson 2, "Decline and Fall of the Empire." Read "Internal Weaknesses Threaten Rome" and create a chart that identifies the main idea and the supporting details.

READING FOR UNDERSTANDING

Exploring World History Online

World History provides a variety of tools to help you explore world history online. See world history come to life in the Animation Center. Find help for your research projects in the Research and Writing Center. Review for tests with the Interactive Review, or create your own activities in the Activity Center. Go to ClassZone.com to make World History interactive!

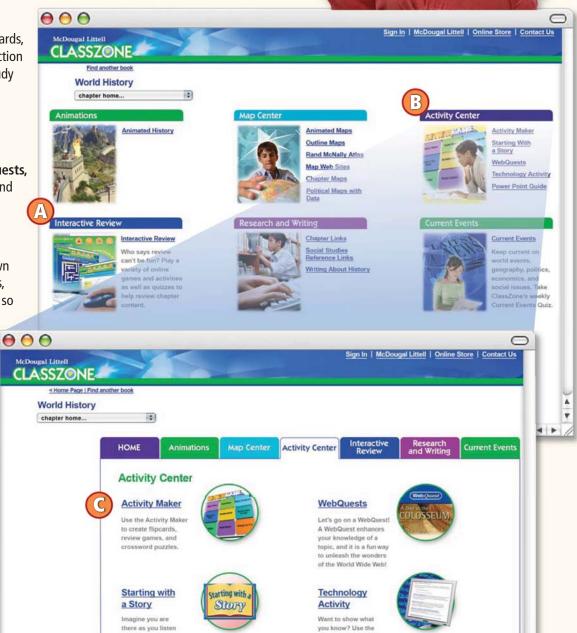
to the story.

Power Point

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is your gateway to exploring world history. Explore the different ClassZone Centers to help you study and have fun with history.

- A Interactive Review provides you with flipcards, a crossword puzzle, section quizzes, review and study notes, and more.
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 engages you in world
 history through WebQuests,
 technology activities, and
 an Activity Maker.
- lets you create your own review games, flipcards, and crossword puzzles so that you can focus on what you need to review.



Internet to complete

demonstrate what you have learned.

Check Your Understanding

One of the most important things you'll do as you study World History is to check your understanding of events, people, places, and issues as you read.

- **Section Assessment** reviews the section Terms & Names, revisits your Reading Strategy notes, and provides key questions about the section.
- **Chapter Assessment** includes an Interactive Review and Vocabulary, Key Ideas, and Critical Thinking questions to test your knowledge of the history you just studied.

The magnetic compass made ocean travel safer than ever before. The Chinese discovered that a magnetized needle floating in a bowl of water would always point north and south. This became the first magnetic compass used on ships. Using it, Chinese fleets sailed throughout Asia. In the 1300s, they traveled as far as Africa. Knowledge of the magnetic compass helped make the European Age of Exploration possible. You will learn more about this in Chapter 18.

Porcelain and Tea The Chinese influenced daily life by exporting porcelain and tea to the world. Porcelain is a hard white ceramic often called china. People desired porcelain for its beauty. It became one of China's most valuable exports.

For centuries, the Chinese used tea as a medicine. During the Tang Dynasty, it became a popular drink. Later, traders brought tea from East Asia to Europe. Tea became a major item of trade in the international market.

Despite China's great advances, it still faced dangers from nomads. In the 1200s, the leader of these nomads would be one of the most successful conquerors of all time, Genghis Khan.



SUMMARIZE Identify technological advances made under the Tang and Song dynasties.

Section Assessment

Terms & Names

1. Explain the importance of movable type scholar-official imperial

wood-block printing porcelain hureaucracy

Use Your Reading Notes

2. Find Main Ideas Use your completed web diagram to answer the following question: What are two examples of technology developed during the Tang and Song dynasties?



Key Ideas

- 3. Who served as China's scholar-offici
- 4. How did farming change in Ta g ar
- 5. What was the worldwide impact of of the compass?

Critical Thinking

6. Make Inferences Why do you think the Song Dynasty tried to make the government exams cover more practical subjects?

▲ Tang Tea

The Chinese I

porcelain item

as this cup ar them in mark

away as Euro

Southwest A

ONLI

7. Analyze Causes and Effects How did the use of a new type of rice in China affect China's relationship with foreign lands?

Make a Map Using the map on page 387 as a model, make an outline map of China. Then reread the section, "Changes in Agriculture" on page 402. In what river valley did the Chinese create new rice fields? Put that river on your map. Dynasties of China • 405

Assessment

Interactive (**) Review

Click here for quizzes, flipcards, crosswords, review notes, and activities @ ClassZone.com

Early Dynasties

Tang Dynasty (618-907)

- · Expanded Chinese territory
- Used scholar-officials
- Created a law code

Song Dynasty (960-1279)

- Built a network of roads and canals
- Expanded trade
- Oversaw advances in technology

Yuan Dynasty (1279-1368)

- Kept Chinese out of power
- Ended state exams
- Encouraged foreign trade

Ming Dynasty (1368–1644)

- Sponsored Zheng He's vovages: then limited foreign trade
- Restored state exam system
- Rebuilt the Great Wall

Qing Dynasty (1644-1911)

- Tried to restrict foreign influence
- Ruled as China's last dynasty



VOCABULARY

Explain why the words in each set below are linked with each other.

- 1. Confucianism and Buddhism
- 2. bureaucracy and imperial
- 3. Kublai Khan and Marco Polo
- 4. maritime and Zheng He

KEY IDEAS

Reunifying China (pages 388–397)

- 5. What are the basic principles of Confucianism?
- 6. What did the Sui and Tang dynasties accomplish?

Advances Under the Tang and Song (pages 398-405)

- 7. How did the imperial state and the scholar-official class develop?
- 8. What technological developments came about during the Tang and Song dynastic

The Mongol Empire (pages 406–411)

- 9. How did Kublai Khan change China?
- 10. What kind of government did the Mongo establish in China?

A Return to Chinese Rule (pages 412-419)

- 11. How did Yongle try to extend Chinese influence in the world?
- 12. How did the Ming rulers after Yongle rela to the world outside China?

CRITICAL THINKING

- 13. Make Inferences After the collapse of the Han Dynasty, why did many Chinese turn from Confucianism to Buddhism?
- 14. Evaluate How did Confucianism change during Song and Mongol times?
- 15. Analyze Causes and Effects Explain how Chinese inventions changed life in other parts of the world.

Animation Center

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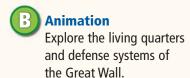
The Great Wall of China

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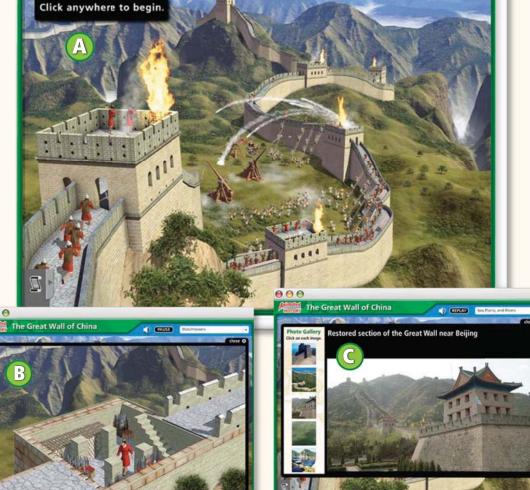


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PAUSE

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Review Game

- Create your own review game to study world history your way in the Activity
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- Help your friends to explore history online. Challenge them to play a review game that you create and modify!



Guide to Test-Taking Strategies and Practice

This section of your book helps you develop and practice the skills you need to study history and to take standardized tests.

Test-Taking Strategies and Practice offers specific strategies for tackling many of the items you'll find on a standardized test. It gives tips for answering multiple-choice, constructed-response, extended-response, and document-based questions. In addition, it offers guidelines for analyzing primary and secondary sources, maps, political cartoons, charts, graphs, and time lines. Each strategy is followed by a set of questions you can use for practice.

CONTENTS for Test-Taking Strategies and Practice

Multiple ChoiceS2
rimary Sources
econdary Sources
Political CartoonsS8
Charts
ine and Bar GraphsS12
rie Graphs
Political MapsS16
hematic MapsS18
ime Lines
Constructed ResponseS22
xtended Response
Oocument-Based Questions





The chart below provides a guide to the test-taking strategies that will help prepare you for the standards-based assessments.

- Learn each strategy by reviewing the numbered steps on the pages listed in the column.
- Practice the strategy on the following page.
- **Apply** the strategy you learned on the pages of the chapters listed in the column.

Test Taking Strategies and Practice				
Strategy	Learn	Practice	Apply	
Multiple Choice	p. S2	p. S3	p. 51, Chapter 2	
Primary Sources	p. S4	p. S5	p. 44, Chapter 2 p. 124, Chapter 5 p. 318, Chapter 11	
Secondary Sources	p. S6	p. S7	p. 271, Chapter 9	
Political Cartoons	p. S8	p. S9	p. 187, Chapter 7	
Charts	p. S10	p. S11	p. 109, Chapter 4 p. 325, Chapter 11	
Line and Bar Graphs	p. S12	p. S13	p. 137, Chapter 5	
Pie Graphs	p. S14	p. S15	p. 528, Chapter 17	
Maps	pp. S16, 18	pp. S17, 19	p. 35, Chapter 2 p. 122, Chapter 5 p. 244, Chapter 9 p. 309, Chapter 11	
Time Lines	p. S20	p. S21	p. 359, Chapter 12	
Constructed Response	p. S22	p. S23	p. 31, Chapter 2 p. 313, Chapter 11	
Extended Response	p. S24	p. S25	p. 333, Chapter 11	
Document-Based Questions	pp. S26–27	pp. S28–29	p. 124, Chapter 5	

Test-Taking Strategies and Practice

Use the strategies in this section to improve your test-taking skills. First, read the tips on the left page. Then use them to help you with the practice items on the right page.

Multiple Choice

A multiple-choice question consists of a stem and a set of choices. The stem is usually in the form of a question or an incomplete sentence. One of the choices correctly answers the question or completes the sentence.

- 1 Read the stem carefully and try to answer the question or complete the sentence without looking at the choices.
- Pay close attention to key words in the stem. They may direct you toward the correct answer.
- 3 Read each choice with the stem. Don't jump to conclusions about the correct answer until you've read all of the choices.
- 4 After reading all of the choices, eliminate any that you know are incorrect.
- 5 Use modifiers to help narrow your choice.
- 6 Think carefully about questions that include "all of the above" among the choices.
- **7** Be careful with questions that include the word *not*.

Words like mostly are key words in multiple choice. Look for answers that are mostly true or partly true about the subject.

A. sand, rocks, and gravel.

B. boulders and sand.

C. cliffs and gulleys.

D. grasses and bushes.

You know that if the Sahara is a desert, **D** is incorrect. A desert cannot be mostly covered with grass and bushes.

- **2.** Over hundreds of years, Bantu-speaking people migrated from West Africa to
 - A. South and Southwest Asia.

 B. every continent on earth.

 C. East and South Africa.

 D. all of North Africa and Arabia.

 Watch for answers that have words like all, never, always, every, and only. These answers are often incorrect.
- **3.** The people of West Africa passed on their history by
 - A. painting pictures.
 - B. telling stories.
 - C. creating dances.
- 6 D. all of the above
- **4.** Which of the following is *not* one of the nations in southern Africa?
 - A. Zimbabwe
 - B. Nigeria
 - C. Mozambique
 - D. Namibia

First rule out all the answers that name southern African countries. The answer that remains is the correct choice.

answers: 1 (A); 2 (C); 3 (D); 4 (B)

Directions: Read the following questions and choose the *best* answer from the four choices.

- **1.** Which of the following is *not* a form of government?
 - A. aristocracy
 - **B.** monarchy
 - **C.** oligarchy
 - **D.** philosophy
- 2. In 431 B.C., Sparta and Athens fought the
 - A. Trojan War.
 - B. Peloponnesian War.
 - C. Persian War.
 - D. Civil War.
- 3. Olmec civilization developed in
 - A. China.
 - B. western Africa.
 - C. Beringia.
 - D. Mesoamerica.
- **4.** Which of the following was invented during China's Han Dynasty?
 - A. paper
 - B. bronze
 - C. steel
 - D. silk

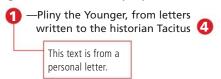
Primary Sources

Primary sources are materials written or made by people who took part in or witnessed historical events. Letters, diaries, speeches, newspaper articles, and autobiographies are all primary sources. So, too, are legal documents, such as wills, deeds, and financial records.

- 1 Look at the source line and identify the author. Consider what qualifies the author to write about the events discussed in the passage.
- 2 Skim the document to form an idea of what it is about.
- 3 Note special punctuation. Ellipses indicate that words or sentences have been removed from the original passage.
- Consider for whom the author was writing. The intended audience may influence what and how an author writes.
- Before rereading the passage, skim the questions to identify the information you need to find.

The Eruption of Mount Vesuvius, A.D. 79

My mother now began to beg, urge, and command me to escape as best I could. . . . I replied that I would not be saved without her. Taking her by the hand, I hurried her along. . . . And now came the ashes, but at first sparsely. I turned around. Behind us, an ominous thick smoke, spreading over the earth like a flood, followed us. . . . To be heard were only the shrill cries of women, the wailing of children, the shouting of men. Some were calling to their parents, others to their children, others to their wives—knowing one another only by voice.



- **-1.** Pliny is describing a
 - A. flood.
 - B. tidal wave.
- **C.** volcanic eruption.
 - D. war.
 - **-2.** Which sentence *best* expresses the idea of this passage?
 - A. People were very frightened.
 - B. Pliny disagreed with his mother.
 - C. Thick smoke spread over the earth like a flood.
 - D. Pliny got separated from his mother.

answers: 1 (C); 2 (A)

Directions: Use the passage to answer the following questions.

He [the historian] must not be misled by the exaggerated fancies of the poets, or by the tales of chroniclers who seek to please the ear rather than speak the truth. . . . At such a distance of time he must make up his mind to be satisfied with conclusions resting upon the clearest evidence which can be had. . . . Of the events of the war I have not ventured to speak from any chance information, nor according to any notion of my own; I have described nothing but what I either saw myself, or learned from others of whom I made the most careful and particular enquiry. The task was a laborious one, because eye-witnesses of the same occurrences gave different accounts of them, as they remembered or were interested in the actions of one side or the other.

—Thucydides, The Peloponnesian War

- **1.** What does Thucydides think of poets?
 - A. They are reliable.
 - **B.** They are good storytellers.
 - C. They exaggerate.
 - **D.** They lie.

- **2.** The task of writing the history of the war was difficult because
 - **A.** eyewitnesses gave different accounts of the same events.
 - B. the poets exaggerated.
 - **C.** Thucydides did not see any of the events himself.
 - **D.** the soldiers lied to Thucydides.

Secondary Sources

Secondary sources are descriptions or interpretations of historical events made by people who were not at those events. The most common types of written secondary sources are history books, encyclopedias, and biographies. A secondary source often combines information from several primary sources.

- 1 Read titles to preview what the passage is about.
- 2 Look for topic sentences. These, too, will help you preview the content of the passage.
- 3 Look for words that help you understand the order in which events happen.
- As you read, ask and answer questions that come to mind. You might ask: Why did people's opinions of Malinche change over time?
- Before rereading the passage, skim the questions to identify the information you need to find.

1 Malinche—Heroine or Traitor?

No one knows much about Malinche's early life. People do know that in 1519 she met Hernán Cortés. The Spanish conquistador had landed in Mexico earlier that year. Malinche was only a teenager. Even though she was very young,

- 2 Malinche helped Cortés conquer the Aztecs. She spoke the languages of the Aztecs and the Maya. Over time, she learned Spanish. She translated for Cortés and advised him on Native American politics.
- The Spanish conquistadors admired Malinche, calling her Doña Marina. For many centuries, the Spanish people regarded her as a heroine. In the 1800s, however, Mexico won its independence from Spain. People rejected their Spanish rulers. Writers and artists started calling Malinche a traitor to her people. Today, however, she is seen as a heroine again.

-1. Which of the following statements about Malinche is an opinion } **-**

Remember that an opinion is a statement that cannot be proved. A fact is a statement that can be proved.

- **A** She was very young when she met Cortés.
- B. She became a translator for Cortés.
 - C. She was a traitor to her own people.
 - D. She advised Cortés on Native American politics.
 - **-2.** According to information in this source, which person or group might view Malinche as a heroine?
 - A. a fighter for Mexican independence from Spain
 - B. the soldiers and officers in Cortés' army
 - C. the Aztec ruler and his court in Mexico
 - D. a historian writing about Mexico in the 1800s

answers: 1 (C); 2 (B)

Directions: Use the passage to answer the following questions.

The Five Pillars of Islam

Muslims—believers in Islam—have five duties. These are called the Pillars of Islam because the faith is based on them.

The first duty is to profess faith in God. Muslims must say the sentence, "There is no God but Allah, and Muhammad is his prophet." They must say this in public at least once during their lives.

The second pillar is to pray five times a day. The prayers must be said while facing toward the holy city of Mecca in Saudi Arabia.

The third is to give support to the poor and needy. Charity to those in need has been an important part of Islam from the beginning.

The fourth duty is to fast—not eat or drink—from dawn to sunset during the holy month of *Ramadan*.

The final duty is the *hajj*, or pilgrimage to Mecca. Every Muslim who can do so is expected to travel to Mecca at least once in his or her life. People who are physically unable or too poor to do so are excused from this requirement.

- **1.** What is the first pillar of Islam?
 - A. making the hajj
 - **B.** giving charity to the poor
 - C. praying five times a day
 - **D.** professing faith in God

- **2.** What particular duty must Muslims perform during the holy month of *Ramadan?*
 - A. fasting from dawn to sunset
 - **B.** praying five times a day
 - C. giving charity to the poor
 - D. professing faith in God

Political Cartoons

Political cartoons are drawings that express views on political issues of the day. Cartoonists use symbols and such artistic styles as caricature—exaggerating a person's physical features—to get their message across.

- 1 Identify the subject of the cartoon. Titles and captions often indicate the subject matter.
- 2 Use labels to help identify the people, places, and events in the cartoon.
- 3 Note the symbols—ideas or images that stand for something else—used in the cartoon.
- 4 Note when and where the cartoon was published.
- Analyze the point of view. How cartoonists use caricature often indicates how they feel.
- 6 Interpret the cartoonist's message.

1 NEXT!



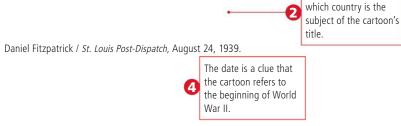
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Image not available
for electronic use.

Please refer to the

image in the textbook.

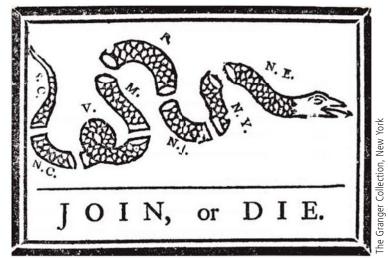
The swastika looks like a huge, frightening machine. It can easily crush Poland.



- **1.** What does the swastika in the cartoon stand for?
 - A. the Soviet Union
 - B. Nazi Germany
 - C. the Polish army
 - D. Great Britain
- **6 2.** Which sentence *best* summarizes the cartoonist's message?
 - A. Germany will attack Poland next.
 - B. Poland should stop Germany.
 - C. Germany will lose this battle.
 - D. Poland will fight a civil war.

answers: 1 (B); 2 (A)

Directions: Use the cartoon to answer the following questions.



Benjamin Franklin (1754)

- **1.** What do the sections of the snake in the cartoon represent?
 - A. army units
 - **B.** states
 - C. Native American groups
 - **D.** colonies

- **2.** Which phrase *best* states the message of the cartoon?
 - A. "East is East, and West is West, and never the twain shall meet."
 - **B.** "Taxation without representation is tyranny."
 - C. "United we stand, divided we fall."
 - D. "Out of many, one."

Charts

Charts present information in a visual form. History textbooks use several types of charts, including tables, flow charts, Venn diagrams, and concept webs. The type of chart most commonly found in standardized tests is the table. It orgnizes information in columns and rows for easy viewing.

- 1 Read the title and identify the broad subject of the chart.
- 2 Read the column and row headings and any other labels. This will provide more details about the subject of the chart.
- 3 Compare and contrast the information from column to column and row to row.
- 4 Try to draw conclusions from the information in the chart.
- 5 Read the questions, and then study the chart again.

This chart compares two empires.

1 Two Great Empires: Han China and Rome

Han Dynasty — 202 B.C. to A.D. 220

- · Empire replaced rival kingdoms
- Centralized, bureaucratic government
- · Built roads and defensive walls
- Conquered many diverse peoples in regions bordering China
- At its height—area of 1,500,000 square miles and a population of 60,000,000
- Chinese became common written language throughout empire
- Ongoing conflict with nomads
- Empire fell apart; restored by Sui Dynasty after 581

Roman Empire — 27 B.C. to A.D. 476

- Empire replaced republic
- Centralized, bureaucratic government
- · Built roads and defensive walls
- Conquered many diverse peoples in regions of three continents
- At its height—area of 1,300,000 square miles and a population of 54,000,000
- Latin did not replace other written languages in empire
- Ongoing conflict with nomads
- Empire fell apart; never restored
- → 1. Which was a characteristic shared by both Han China and Rome?
 - A. Both empires were restored after they fell apart.
 - B. Both empires replaced republics.
 - C. Both had a population of 60,000,000.
 - D. Both had an ongoing conflict with nomads. -

Use the information in the chart to find similarities between the two empires.

- **→ 2.** The Han Dynasty exceeded the Roman Empire in
 - A. population.
 - B. army.
 - C. completed building projects.
 - D. government agencies.

answers: 1 (D); 2 (A)

Directions: Use the chart to answer the following questions.

Ancient Civilizations						
Feature	China	Egypt	Indus Valley	Mesopotamia		
Location	River valley	River valley	River valley	River valley		
Period	2000 в.с.–400 в.с.	3100 в.с600 в.с.	2500 в.с.–1500 в.с.	3500 в.с.–2000 в.с.		
Specialized workers	Priests; government workers, soldiers; craftspeople in bronze and silk; farmers	Priests; government workers, scribes, soldiers; workers in pottery, stone; farmers	Priests; government officials; workers in pottery, bricks; farmers	Priests; government officials, scribes, soldiers; workers in pottery, textiles; farmers		
Institutions	Walled cities; oracle- bone reading	Ruling class of nobles; education system	Strong central government	Ruling class of priests and nobles; education for scribes		
Record keeping	Pictographic writing	Hieroglyphic writing	Pictographic writing	Cuneiform writing		
Advanced technology and artifacts	Writing; making bronze and silk; ir- rigation systems	Papyrus; mathematics; astronomy, engineering; pyramids; mummification; medicine	Irrigation systems; in- door plumbing; seals	Wheel; plow; sailboat; bronze weapons		

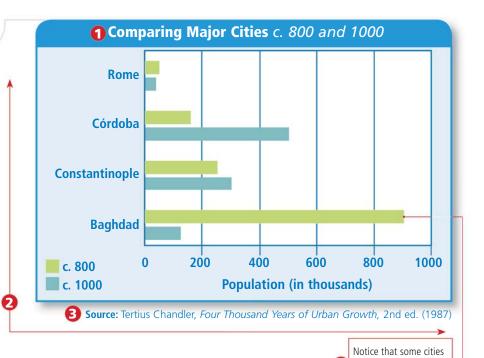
- **1.** Which civilization appeared first?
 - A. China
 - B. Egypt
 - C. Indus Valley
 - **D.** Mesopotamia

- **2.** The Indus Valley civilization did *not* have
 - **A.** irrigation systems.
 - B. walled cities.
 - C. government officials.
 - D. indoor plumbing.

Line and Bar Graphs

Graphs show statistics in a visual form. Line graphs are particularly useful for showing changes over time. Bar graphs make it easy to compare numbers or sets of numbers.

- 1 Read the title and identify the broad subject of the graph.
- 2 Study the labels on the vertical and horizontal axes to see the kinds of information presented in the graph. Note the intervals between amounts and between dates. This will help you read the graph more efficiently.
- 3 Look at the source line and evaluate the reliability of the information in the graph.
- 4 Study the information in the graph and note any trends.
- S Read the questions carefully, and study the graph again.



lost a great deal of

their population.

- **-1.** Which city showed the greatest growth between the early 800s and the early 1000s?
 - A. Baghdad
- B. Constantinople
 - C. Córdoba
 - D. Rome
- •2. Which statement correctly reflects information in the bar graph?
 - **A.** All cities grew in population between the early 800s and the early 1000s.
 - **B.** During this time period, the largest cities were located in Europe.
 - C. Constantinople was the largest city in the world.
 - **D.** Some cities in the Muslim world were very large.

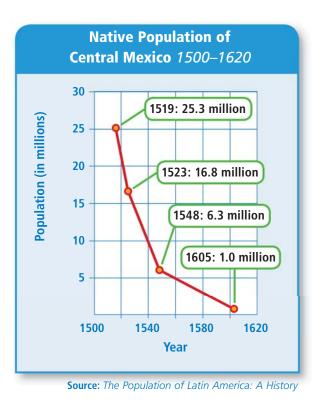
answers: 1 (C); 2 (D)

Directions: Use the graphs to answer the following questions.



Source: R. Davis, "English Foreign Trade, 1700–1774," *Economic History Review* (1962)

- **1.** Which of the following is a true statement?
 - **A.** Exports to the Atlantic economy declined over time.
 - **B.** Total exports stayed the same over time.
 - C. Total exports rose sharply after 1724
 - **D.** Exports to the Atlantic economy fell sharply after 1754.

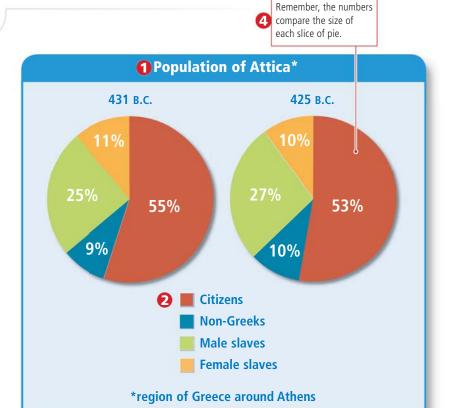


- **2.** Between which years did the native population of Central Mexico reach its lowest point?
 - A. between 1500 and 1540
 - **B.** between 1580 and 1620
 - C. between 1540 and 1580
 - **D.** between 1500 and 1580

Pie Graphs

A pie, or circle, graph shows relationships among the parts of a whole. These parts look like slices of a pie. The size of each slice is proportional to the percentage of the whole that it represents.

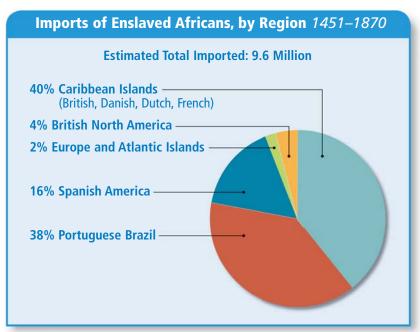
- 1 Read the title and identify the broad subject of the pie graph.
- 2 Look at the legend to see what each of the slices of the pie represents.
- Read the source line and note the origin of the data shown in the pie graph.
- Compare the slices of the pie and try to make generalizations and draw conclusions from your comparisons.
- Read the questions carefully and review difficult or unfamiliar terms.



- **3** Source: A.W. Gomme, The Population of Athens in the Fifth and Fourth Centuries B.C.
 - **1.** Which group made up the majority of Attica's population in both years?
 - A. female slaves
 - B. male slaves
 - C. citizens
 - D. non-Greeks
 - **2.** Which group's percentage of the population increased the *most* between 431 B.C. and 425 B.C.?
 - A. male slaves
 - B. female slaves
 - C. citizens
 - D. non-Greeks

answers: 1 (C); 2 (A)

Directions: Use the graph to answer the following questions.



Source: The Atlantic Slave Trade: A Census

- **1.** Which region imported the most enslaved Africans?
 - A. Europe and Atlantic Islands
 - B. Spanish America
 - C. Caribbean Islands
 - D. Portuguese Brazil

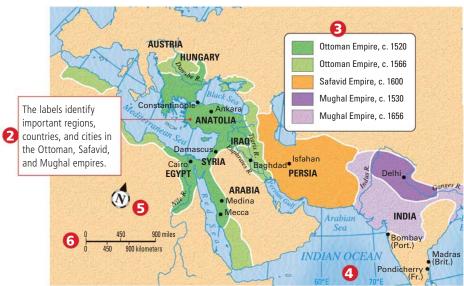
- **2.** The fewest enslaved Africans were imported to
 - **A.** Europe and Atlantic Islands.
 - B. British North America.
 - C. Spanish America.
 - D. Portuguese Brazil.

Political Maps

Political maps show countries and the political divisions within countries, such as states. They also show the location of major cities. In addition, political maps often show physical features, such as rivers, seas, oceans, and mountain ranges.

- 1 Read the title to determine the subject and purpose of the map.
- Read the labels on the map. This will reveal information about the map's subject and purpose.
- 3 Study the legend to find the meaning of symbols used on the map.
- 4 Look at the lines of latitude and longitude.
 This grid makes locating places much easier.
- Use the compass rose or the North arrow to determine directions on the map.
- Use the scale to estimate the distances between places shown on the map.
- Read the questions, and then carefully study the map to determine the answers.

1500–1660 Empires in South and Southwest Asia



- 1. Which city was within the Mughal Empire in 1530?
 - A. Bombay
 - B. Delhi
- C. Madras
 - D. Pondicherry
- 2. Which empire controlled part of Europe?
 - A. Ottoman
 - B. Safavid
 - C. Mughal
 - **D.** all of the above

answers: 1 (B); 2 (A)

Directions: Use the map to answer the following questions.

The Roman Empire A.D. 400



- **1.** Which area was part of the Eastern Roman Empire?
 - A. Spain
 - B. Gaul
 - C. Anatolia
 - D. all of the above

- **2.** The most northern region in the Western Roman Empire was
 - A. Syria.
 - B. Gaul.
 - C. Spain.
 - D. Britain.

Thematic Maps

A thematic map, or specialpurpose map, focuses on a particular topic. The location of baseball parks, a country's natural resources, election results, and major battles in a war are all topics you might see illustrated on a thematic map.

- 1 Read the title to determine the subject and purpose of the map.
- 2 Examine the labels on the map to find more information about the map's subject and purpose.
- 3 Study the legend to find the meaning of the symbols and colors used on the map.
- 4 Look at the symbols on the map and try to identify patterns.
- 5 Read the questions and then carefully study the map to determine the answers.

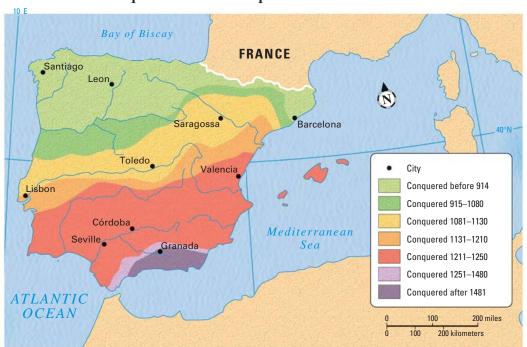


- → 1. To which area did Buddhism spread in the A.D. 300s?
 - A. Java
 - B. China
- C. Japan
 - D. Korea
- 2. When did Buddhism spread to the islands of Java and Sumatra?
 - A. 200s B.C.
 - **B.** A.D. 100s
 - C. A.D. 300s
 - **D.** A.D. 400s

answers: 1 (D), 2 (D)

Directions: Use the map to answer the following questions.

The Christian Conquest of Muslim Spain



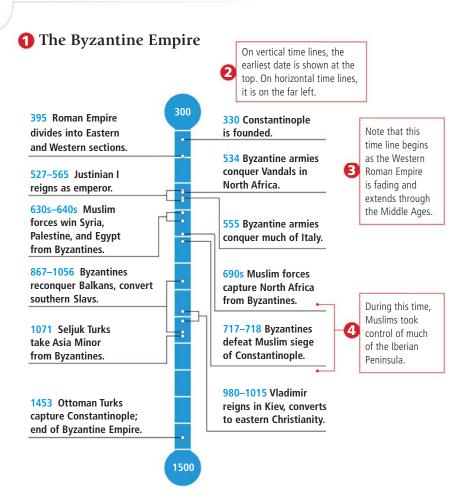
- **1.** When did Christians conquer the easternmost city shown on the map?
 - A. before 914
 - B. between 1081 and 1130
 - C. between 1211 and 1250
 - **D.** after 1481

- **2.** By 1480, how much of Spain did Christians control?
 - A. only a small portion
 - B. about one-third
 - C. about one-half
 - D. almost all of the land

Time Lines

A time line is a type of chart that lists events in the order in which they occurred. In other words, time lines are a visual method of showing what happened when.

- Read the title to discover the subject of the time line.
- 2 Identify the time period covered by the time line by noting the earliest and latest dates shown.
 On vertical time lines, the earliest date is shown at the top. On horizontal time lines, it is on the far left.
- Read the events and their dates in sequence.
 Notice the intervals between events.
- 4 Use your knowledge of history to develop a fuller picture of the events listed in the time line. For example, place the events in a broader context by considering what was happening elsewhere in the world.
- Use the information you have gathered from the above strategies to answer the questions.

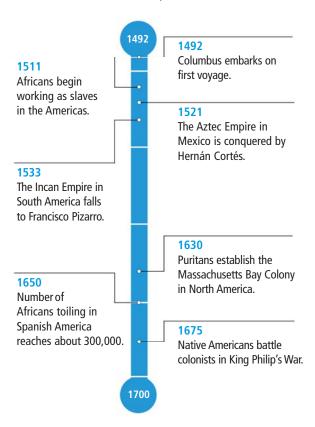


- 1. The Byzantine Empire began to lose territory in the
 - **A.** 500s.
 - **B.** 600s.
 - C. 700s.
 - **D.** 800s.
- 2. Which event marked the end of the Byzantine Empire?
 - A. Muslim forces capture North Africa.
 - B. Seljuk Turks take Asia Minor.
 - C. Muslim forces win Syria, Palestine, and Egypt.
 - D. Ottoman Turks capture Constantinople.

answers: 1 (B), 2 (D)

Directions: Use the time line to answer the following questions.

Three Worlds Meet, 1492–1700



- **1.** What happened after Hernán Cortés conquered the Aztec empire?
 - **A.** Africans began working as slaves in the Americas.
 - **B.** Francisco Pizarro conquered the Incan Empire.
 - C. Columbus conquered the Incan Empire.
 - **D.** Africans established the Massachusetts Bay Colony.

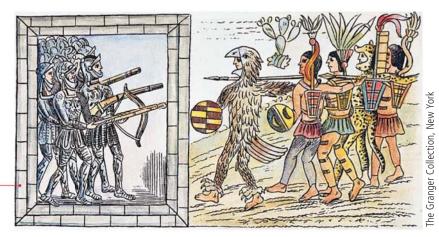
- **2.** In which year did the number of enslaved Africans in Spanish America reach 300,000?
 - **A.** 1511
 - **B.** 1150
 - **C.** 1650
 - **D.** 1675

Constructed Response

Constructed-response questions focus on various kinds of documents. Each document usually is accompanied by a series of questions. These questions call for short answers that, for the most part, can be found directly in the document. Some answers, however, require knowledge of the subject or time period addressed in the document.

- Read the title of the document to discover the subject addressed in the questions.
- 2 Study and analyze the document. Take notes on what you see.
- 3 Read the questions and then study the document again to locate the answers.
- 4 Carefully write your answers. Unless the directions say otherwise, your answers need not be complete sentences.

1 Aztecs and Spanish Clash



In this drawing, Aztec warriors and Spanish conquistadors are fighting each other. Hernán Cortés and his men conquered the Aztecs in 1521.

- **3 1.** What are the Spanish soldiers standing in?
 - 4 some sort of stone building
 - 2. What are the Aztec warriors wearing?

 traditional battle dress, including animal skins
 and headdresses
 - 3. How are the Spanish and Aztec weapons different?

 The Spanish have crossbows and guns, while the Aztecs have spears and shields.
 - Constructed-response questions use a wide range of documents. These include short passages, cartoons, charts, graphs, maps, time lines, posters, and other visual materials. This document is a drawing of a confrontation between Aztecs and Spanish soldiers.

Directions: Read the following passage from *The Travels of Marco Polo*. Then answer the questions that follow the passage.

On this [New Year's] day all the rulers, and all the provinces and regions and realms where men hold land or lordship under [the Great Khan's sway, bring him costly gifts of gold and silver and pearls and precious stones and abundance of fine white cloth, so that throughout the year their lord may have no lack of treasure and may live in joy and gladness. . . . I can also assure you for a fact that on this day the Great Khan receives gifts of more than 100,000 white horses, of great beauty and price. And on this day also there is a procession of his elephants, fully 5,000 in number, all draped in fine cloths embroidered with beasts and birds. . . . Let me conclude with one more fact, a very remarkable one well worthy of mention in our book. You must know that a great lion is led into the Great Khan's presence; and as soon as it sees him it flings itself down prostrate before him with every appearance of deep humility and seems to acknowledge him as lord. There it stays without a chain, and is indeed a thing to marvel at.

1.	What did the lion do when it was brought before the Great Khan?			
2.	Why did people bring the Great Khan so many gifts?			
3.	What kinds of animals are mentioned in the passage?			

Extended Response

Extended-response questions, like constructed-response questions, usually focus on one kind of document. However, they are more complex and require more time to complete than typical short-answer constructed-response questions. Some extended-response questions ask you to present information from the document in a different form. Others require you to apply your knowledge of history to information contained in the document.

- 1 Read the title of the document to get an idea of the subject.
- 2 Study and analyze the document. Take notes on your ideas.
- 3 Carefully read the extended-response questions.
- Sometimes the question may give you part of the answer.
- 5 If the question requires a written response, jot down ideas in outline form. Use this outline to write your answer.

1 Hammurabi's Code

If a son has struck his father, they shall cut off his hand.

If a [noble] has destroyed the eye of a [noble], they shall destroy his eye.

If he has broken another [noble's] bone, they shall break his bone.

If he has destroyed the eye of a commoner or broken the bone of a commoner, he shall pay one mina of silver.

If he has destroyed the eye of a [noble's] slave or broken the bone of a [noble's] slave, he shall pay one-half [the slave's] value.

If a [noble] has knocked out the tooth of a [noble], they shall knock out his tooth.

If he has knocked out a commoner's tooth, he shall pay one-third mina of silver.

3 1. Hammurabi's Code is often described as "an eye for an eye." Is this an accurate description of the code? 4 Is the code applied equally to all people? Explain your answer.

The question gives you an idea of what people think about Hammurabi's Code.

Essay Rubric: The best essays will point out that the strict "eye for an eye" rule only applies in some situations, such as when a noble destroys the eye of another noble. The description is accurate for nobles losing an eye, but not entirely accurate for other crimes that involve people who are not nobles. If someone wrongs a commoner by destroying his eye or breaking his bone, the commoner will receive a payment of one mina of silver. In this case, the wrongdoer would not lose an eye or have a bone broken. If a noble knocks a commoner's tooth out, he has to pay the commoner, but if a noble knocks another noble's tooth out, he gets his own tooth knocked out. The code does not seem to apply equally to all people. The code implies that a noble who harmed another noble was dealt with more harshly than a noble who harmed a commoner.

Directions: Complete the chart on a separate sheet of paper. Then use the information in the chart to answer the following question.

The Development of Civilization				
Key Achievements	Impact			
Invention of tools	•			
Mastery over fire	 People were able to keep warm and cook food. 			
Development of language	•			
Breakthroughs in farming technology	•			
Domestication of animals	 Animals could be bred for certain traits. Animals became more dependable. 			
Food surpluses	 More people could live in one place, and there were fewer food shortages. 			
Specialized workers	•			
Record keeping	•			
Advanced technology	•			

1. Which achievements do you think had the most influence on the development of civilization? Why?

Document-Based Questions

A document-based question focuses on several documents—both visual and written.
These documents often are accompanied by short-answer questions. You then use the answers to these questions and information from the documents to write an essay on a specified subject.

- Carefully read the "Historical Context" to get an indication of the issue addressed in the guestion.
- 2 Note the action words used in the "Task" section. These words tell you exactly what the essay question requires.
- 3 Study and analyze each document. Think about how the documents are connected to the essay question. Take notes on your ideas.
- Read and answer each of the document-specific questions.

Introduction

- Historical Context: For hundreds of years, Mongol nomads lived in different tribes. They sometimes fought among themselves. In the late 1100s, a new leader—Genghis Khan—united these tribes. He turned the Mongols into a powerful fighting force.
- **2 Task:** Discuss how the Mongols conquered Central Asia and East Asia and how their rule affected Europeans' lives.

Part 1: Short Answer

Study each document carefully. Answer the questions that follow.

3 Document 1: Mongol Warrior



What were the characteristics of a Mongol warrior?

The Mongols were great horsemen who could ride a long way without rest. They attacked without warning and showed no mercy. They used clever tricks to frighten their enemies. Also, they borrowed or invented new weapons of war.

Document 2: The Mongol Empire



What route linked the Mongol Empire to Europe? What was the main purpose of this route?

Silk Roads; as a trade route between Asia and Europe

Document 3: The Great Khan's Wealth

All those who have gems and pearls and gold and silver must bring them to the Great Khan's mint. . . . By this means the Great Khan acquires all the gold and silver and pearls and precious stones of all his territories [lands]. . . .

The Great Khan must have, as indeed he has, more tresure than anyone else in the world. . . . All the world's great [rulers] put together have not such riches as belong to the Great Khan alone.

—The Travels of Marco Polo (c. 1300)

Why do you think Marco Polo's travels made Europeans want to see East Asia?

Europeans were interested in the treasure of the Great Khan and East Asia.

Part 2: Essay

Write an essay discussing how the Mongols conquered Central Asia and East Asia and how their rule affected Europeans' lives. Use information from the documents, your short answers, and your knowledge of history to write your essay.

- S Read the essay question carefully. Then write a brief outline for your essay.
 - 6 Write your essay. The first paragraph should introduce your topic.
 The middle paragraphs should explain it. The closing paragraph should restate the topic and your conclusion.
 Support your ideas with quotations or details from the documents.
 Add other supporting facts or details from your knowledge of world history.
 - A good essay on this topic will contain the ideas in the rubric below.

Essay Rubric: The best essays will describe how the Mongols' tactics, fierce will, and strong military orgnization enabled them to conquer Central Asia and East Asia (Documents 1 and 2). The essays will also state that Mongol rule brought a period of peace and unity to regions that had been divided. This peace allowed trade to start again along the Silk Roads (Document 2). This trade brought new ideas and products to Europe. Stories of the immense wealth in Mongol lands made Europeans want to tap into those riches (Document 3).

Introduction

Historical Context: For many centuries, kings and queens ruled the countries of Europe. Their power was supported by nobles and armies. European society began to change. In the late 1700s, those changes produced a violent revolution in France.

Task: Discuss how social conflict and new ideas contributed to the French Revolution and why the revolution turned radical.

Part 1: Short Answer

Study each document carefully. Answer the questions that follow.

Document 1: Social Classes in Prerevolutionary France



This cartoon shows a peasant woman carrying women of the nobility and the Church. What does the cartoon say about the lives of the					
poor before the revolution?	•				

Document 2: A Declaration of Rights

- 1. Men are born and remain free and equal in rights. . . .
- 2. The aim of all political association is the preservation of the natural and [unlimited] rights of man. These rights are liberty, property, security, and resistance to oppression.
- —Declaration of the Rights of Man and of the Citizen (1789)

According to this document, what rights belong to all people?

Document 3: The French Revolution—Major Events

July 1789 Crowd storms the Bastille. Aug. 1792 Paris mob captures National Assembly abolishes feudalism, approves King Louis XVI. Declaration of the Rights of Man and of July 1794 the Citizen. Sept. 1792 Crowds kill priests, nobles Robespierre Nov. 1789 in September Massacres; executed, Terror National Assembly seizes lands of Catholic Church. monarchy abolished. ends. 1789 1794 July 1790 June 1791 King executed by guillotine. Church put Royal family under control arrested in of government. escape attempt. Robespierre and allies gain control of government, begin to arrest rivals. Sept. 1791 France made a 1793-1794 constitutional Reign of Terror: about 300,000 arrested monarchy. and 17,000 executed.

Over time, the revolution became more violent. How does the information in the time line show this?

Part 2: Essay

Write an essay discussing how social conflict and new ideas led to the French Revolution and why it became so violent. Use information from the documents, your short answers, and your knowledge of history to write your essay.

Geography Handbook

Themes of Geography

One useful way to think about geography is in terms of major themes or ideas. These pages examine the five major themes of geography and show how they apply to cities around the world.

Location

"Where am I?" Your answer is your location. One way to answer is to use absolute location. That means using the coordinates of longitude and latitude (see page A6). For example, if you're in Paris, your absolute location is approximately 49° north latitude and 2° east longitude.

More likely, however, you'll use relative location to answer the question. Relative location describes where an area is in relation to another area. For example, Paris lies in northern France along the Seine River.

THINKING ABOUT GEOGRAPHY What is the relative location of your school?

Region

Geographers divide the world into regions. A region can be as large as a continent or as small as a neighborhood. A region has certain shared characteristics that set it apart. These characteristics might include political division, climate, language, or religion. Lima, Peru, is a city in the western region of South America. It shares a climate—warm and dry—with the cities of Trujillo and Chiclayo.

THINKING ABOUT GEOGRAPHY What

characteristics does your city or town share with nearby cities or towns?

Place

"What is Sydney like?" Place can help you answer this question. Place refers to the physical and human characteristics that make one area different from another.

Physical characteristics are natural features, such as physical setting, plants, animals, and weather. Human characteristics include cultural diversity and the things people have made—including language, the arts, and architecture. For instance, Sydney reflects the heritage of several different cultures: British, Aboriginal, and Asian.

THINKING ABOUT GEOGRAPHY What physical and human characteristics distinguish your community?



Paris began on an island in the Seine River, but now covers the land on both sides of the river.

Sydney is Australia's largest city and an important port.





Movement

Movement refers to the shifting of people, goods, and ideas from one place to another. People constantly move in search of better places to live, and they trade goods with one another over great distances. Movement also causes ideas to travel from place to place. In recent years, technology has quickened the movement of ideas and goods.

The city of Chicago serves as a transportation hub connecting the eastern and western United States. In the 1800s, railroad lines from across the country met in Chicago. Later, major highway systems were built through the city. Today, Chicago's O'Hare Airport is one of the world's busiest airports.

THINKING ABOUT GEOGRAPHY What are some of the different ways you spread information and ideas?

Human-Environment Interaction

Human-environment interaction refers to ways people interact with their environment, such as building a dam, cutting down a tree, or even sitting in the sun. Mumbai, India (formerly known as Bombay), began as a group of separate islands. Over the course of many years, people filled in the areas between the islands to create a unified city.

Sometimes the environment forces people to act. For example, people take measures to survive extreme weather and natural disasters.

THINKING ABOUT GEOGRAPHY What are ways that people in your city or town have changed their environment?

Themes of Geography Assessment

KEY IDEAS

- 1. What is the relative location of your home?
- **2.** What are three characteristics of the region in which you live?
- **3.** What are at least three ways in which you have recently interacted with the environment?

Multiple forms of transportation make Chicago a thriving city.

CRITICAL THINKING

4. Form and Support Opinions Which aspect of geography described in these themes do you think has most affected your life? Explain.

Think about

- ways that you interact with your environment
- how you travel from place to place

Map Basics

Geographers use many different types of maps, and these maps all have a variety of features. These three maps each show a different aspect of Korea: political boundaries, economic activities, and physical features. Use the guide on the physical map to learn about the basic elements that make up most maps.

Types of Maps

Political maps Political maps show political units, such as countries, states, provinces, counties, districts, and towns. Each unit is normally shaded a different color, represented by a symbol, or shown with a different typeface.

Thematic maps Thematic maps illustrate such things as economic activity, migrations, battles, and changing national boundaries.

Physical maps Physical maps show mountains, hills, plains, rivers, lakes, oceans, and other physical features of an area.







Reading a Map

- ⚠ **Lines** Lines indicate political boundaries, roads and highways, human movement, and rivers and other waterways.
- **B Symbols** Symbols represent such items as capital cities, mountain peaks, or economic activities.
- **G Labels** Labels are words or phrases that explain various items or activities on a map.
- **Compass Rose** A compass rose shows which way the directions north (N), south (S), east (E), and west (W) point on the map.
- **Scale** A scale shows the ratio between a unit of length on the map and a unit of distance on the earth. A typical bar scale indicates the number of miles and kilometers a length represents on the map.
- **Colors** Colors show a variety of information on a map, such as population density or the elevation of the land.
- **G Legend or Key** A legend or key lists and explains the symbols, lines, and colors on a map.
- **H Lines of Longitude** These are imaginary lines that measure east-west distances.
- **1) Lines of Latitude** These are imaginary lines that measure north-south distances. Together, latitude and longitude lines form a grid on a map or globe to indicate an area's absolute location.

Longitude lines

- · are imaginary lines known as meridians
- run from North Pole to South Pole along the surface of the globe
- show the distance in degrees east or west of the prime meridian

The prime meridian is a longitude line that passes through Greenwich, England, and measures 0° longitude.

Latitude lines

- are imaginary lines known as parallels
- run east to west around the globe
- show distance in degrees north or south of the equator

The equator is a latitude line that circles the earth halfway between the North and South poles. It measures 0° latitude. The tropic of Cancer and tropic of Capricorn are parallels that form the boundaries of the Tropics, a region that stays warm all year.

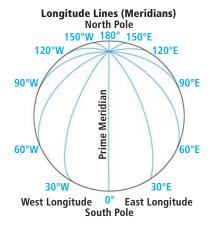
Latitude and longitude lines allow you to pinpoint the absolute location of cities and other geographic features. You express absolute location through degrees of latitude and longitude. For example, Sydney, Australia is at about 34° S latitude and 151° E longitude.

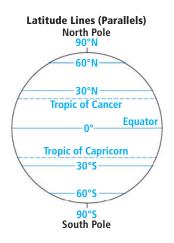
Hemispheres

Hemisphere is a term for half the globe. The globe can be divided into Northern and Southern hemispheres (separated by the equator) or into Eastern and Western hemispheres. The United States is located in the Northern and Western hemispheres.

Projections

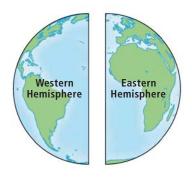
A projection is a way of showing the curved surface of the earth on a flat map. Flat maps cannot show sizes, shapes, and directions on a globe all at once with total accuracy. As a result, all projections distort some aspect of the earth's surface. Some maps distort distances, while other maps distort angles. On the next page are four projections.



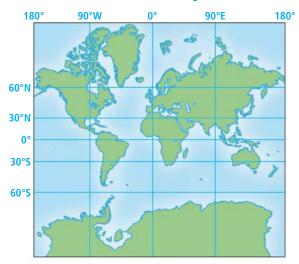






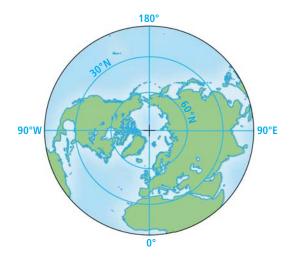


Mercator Projection



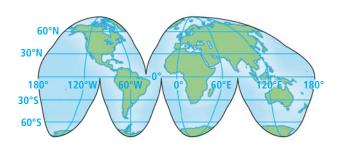
The Mercator projection shows most of the continents as they look on a globe. But the projection stretches out the lands near the North and South poles. The Mercator is used for all kinds of navigation because it preserves shapes and directions.

Azimuthal Projection



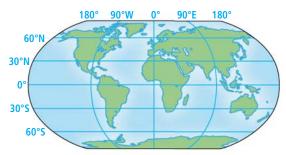
An azimuthal projection shows the earth so that a straight line from the central point to any other point on the map gives the shortest distance between the two points. However, the size and shape of the continents are distorted.

Homolosine Projection



The homolosine projection shows the accurate shapes and sizes of the landmasses, but distances on the map are not correct.

Robinson Projection



Textbook maps commonly use the Robinson projection. It shows the entire earth with nearly the true sizes and shapes of the continents and oceans. However, the shapes of the landforms near the poles appear flat.

Map Basics Assessment

KEY IDEAS

- 1. What is the approximate longitude and latitude of your city or town?
- 2. What information is provided by the legend on the map on page A5?
- **3.** Compare and contrast Antarctica on the Mercator and the Robinson projections.

CRITICAL THINKING

4. Make Inferences Why do you think latitude and longitude are so important to sailors?

Think about

- the landmarks you use to find your way around
- the landmarks available to sailors on the ocean

Physical Geography

Physical geography involves all the natural features on the earth. This includes the land, resources, climate, and vegetation. These pages explore the physical geography of Latin America.

Land

The region of Latin America stretches from Mexico to the tip of South America. Mountain ranges and highlands make up a large part of Latin America. The Andes Mountains, along the western coast of South America, are the longest mountain range above sea level in the world. Volcanoes, some of them active, extend through parts of Mexico, Central America, and South America. The Amazon River, in the northern part of South America, is the second-longest river in the world.

THINKING ABOUT GEOGRAPHY What is the land like around your city or state?



Deserts stretch across parts of northern Mexico.

Resources

Latin America has a variety of natural resources. Vast amounts of oil and natural gas lie underneath the region's soil. Valuable deposits of iron, copper, tin, and bauxite can also be found in the region.

The dense forests of South America produce large amounts of timber. Wide plateaus and vast plains provide lands for grazing and farming. Fisheries thrive in many coastal regions of Latin America. Refer to the map on the next page to examine the region's natural resources.

THINKING ABOUT GEOGRAPHY What are the different natural resources that you



The forest industry harvests timber from the Brazilian rain forest. Oil wells and storage tanks dot part of Lake Maracaibo in Venezuela.





Climate

Latin America's climate ranges from dry deserts to hot, tropical regions to cold highlands. Most of Latin America falls in the tropical zone, so temperatures are generally warm year-round.

The Amazon rain forest stretches across the northern part of South America. Parts of Mexico and Central America also have rain forests. Average temperatures in these regions remain about 80°F, but high humidity makes it seem hotter.

The mountainous highland areas of Latin America tend to experience cooler temperatures. At elevations over 15,000 feet in the Andes Mountains, temperatures become extremely low and the winds are icy.

Warm winds blow across the Caribbean Islands. The winds help keep the temperatures warm and constant year-round.

The plains along the Caribbean coast and the river basin of the Amazon receive the most precipitation. Desert climates occur in northern Mexico, along much of Peru's coast, in northern Chile, and in southern Argentina.

THINKING ABOUT GEOGRAPHY How would you describe the climate where you live?

Vegetation

Vegetation in Latin America varies based on the climate. Plant life is abundant in the warm, wet rain forests. The Amazon rain forest has the world's richest collection of life forms. Trees there include rosewood, Brazil nut, rubber, mahogany, and cedar.

Grasslands cover hundreds of thousands of square miles in Venezuela, Colombia, Argentina, and Uruguay. The grasslands are good for raising cattle, and the rich soil produces a variety of crops.

Only sparse vegetation grows in desert regions. Examples include cacti, tumbleweeds, and other plants suited to the harsh conditions.

THINKING ABOUT GEOGRAPHY What kinds of trees or plants grow in your region?



Plants thrive in warm, wet climates. The Amazon rain forest, shown here, contains a tremendous variety of plants.

Physical Geography Assessment

KEY IDEAS

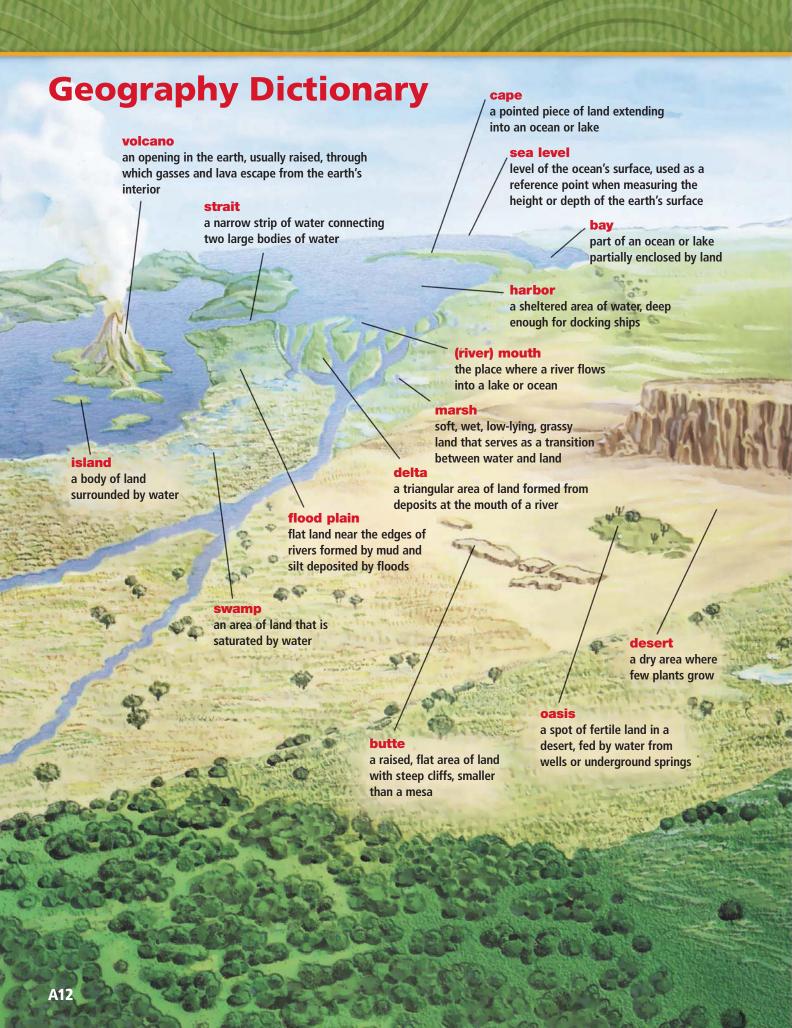
- **1.** What are the different aspects of physical geography?
- **2.** Which Latin American countries contain the largest variety of climates?
- **3.** What two countries contain most of Latin America's oil resources?

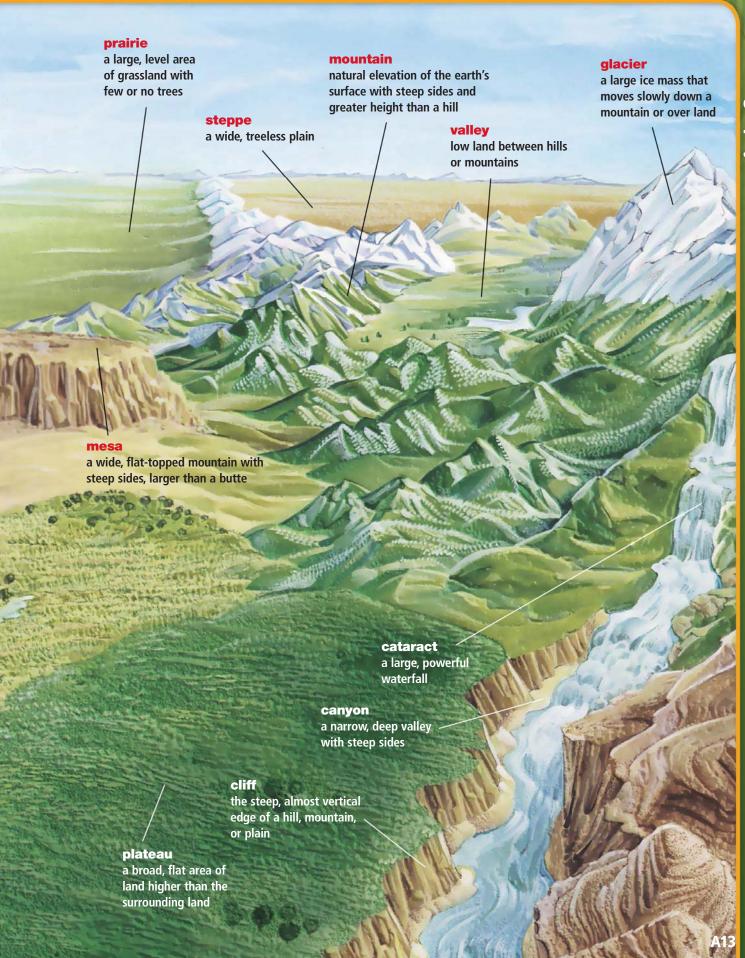
CRITICAL THINKING

4. Draw Conclusions What do you think are the advantages of living in a country with diverse physical geography?

Think about

- the different resources available
- the variety of recreational activities





Human Geography

Human geography focuses on people's relationships with each other and the surrounding environment. It includes two main themes of geography: human-environment interaction and movement. The following pages will help you to better understand the link between people and geography.

Humans Adapt to Their Surroundings

Humans have always adapted to their environment. Early humans found different types of plants and animals to use as food depending on where they lived. People still adapt to their specific environment by dressing to suit the climate.

Humans also adapt to their environment by building structures for shelter. In addition, they build dams, bridges, and tunnels. The materials and designs they use for building differ according to the type of environment.

THINKING ABOUT GEOGRAPHY What are some of the ways in which you interact with your environment on a daily basis?

The Dubrovnik Bridge, completed in 2002, shortens travel between the cities of Dubrovnik and Split in Croatia.







Humans Affect the Environment

Humans depend on a healthy environment for survival. They need clean air and water, stable temperatures, and rich soil for farming. But when humans adapt to their surroundings, they sometimes change or damage the environment.

As European settlers pushed west across what is now the United States, they cleared millions of acres of forests. They turned some forests into productive farm land. Other areas became cities and towns. Since the mid-1900s, some of the resulting farmland has been converted into suburbs and shopping centers.

The use of fossil fuels—coal, oil, natural gas—has had a strong impact on the environment. Byproducts from burning fossil fuels make the air unhealthy to breathe. In addition, burning fossil fuels creates greenhouse gases, which contribute to global warming.

The way fossil fuels are mined and transported also affects the environment. For example, major oil spills occur almost every year. The oil fouls shorelines and harms wildlife.

The satellite image on this page shows North America at night. Hundreds of millions of people live on the continent. Most of them rely on electricity to light their way at night. The darkest land areas—northern Canada and the deserts and mountains in the west—reflect the low populations in these areas.

THINKING ABOUT GEOGRAPHY What are some of the environmental problems in your city or town?

This picture of North America at night, composed of hundreds of separate satellite images, shows lights from cities, towns, industrial sites, and highways.



Human Geography A15

Preserving and Restoring

Humans can affect the environment in positive ways, too. Most people recognize their roles as caretakers of the environment. In order for the human race to continue, future generations need a clean and healthy place to live.

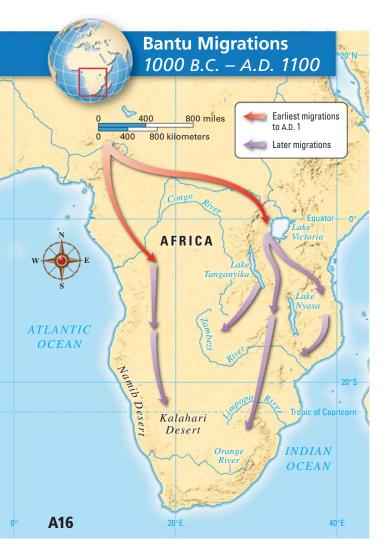
To reduce the amount of garbage, people practice the three R's: reduce, reuse, recycle. Using fewer disposable items reduces the amount of garbage. Reusing products—or donating them so others can reuse them—also results in less trash. Recycling gives garbage a second life by turning it back into raw materials.

In 2005, the Kyoto Protocol took effect, requiring countries to limit or reduce greenhouse gas emissions. As of June 2007, 174 countries—about 90 percent of all the countries in the world—had agreed to follow the treaty.

THINKING ABOUT GEOGRAPHY What are some of the ways in which you help the environment?



These children water a newly planted tree in Chongging, China.



Human Movement

From earliest times, people have moved to new locations. The process of relocating to a new region is called migration.

Geographers examine push-pull factors when studying migration. Push factors explain why people want to leave an area. Pull factors explain what attracts people to an area.

The map shows how Bantu-speaking people slowly spread across the southern half of Africa. As the number of Bantu-speaking people increased, they moved to find more land for farming and herding.

Today, people move from place to place for many different reasons. Among them are cost of living, job availability, and climate. Escaping from warfare or other political actions also may cause a person or group to migrate.

THINKING ABOUT GEOGRAPHY Has your family ever moved? If so, what were some of the reasons?

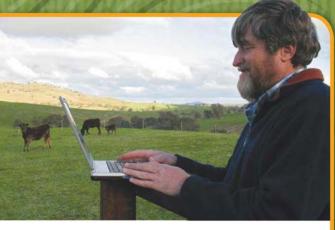
Humans Spread Ideas and Information

As people migrate, they bring with them food, music, language, technology, and other aspects of their culture. As a result, the cultures of both the immigrants and the people living in an area may change.

The United States is one of the most culturally rich and diverse nations in the world. Look around your town or city. You'll probably notice a variety of people, languages, and foods.

Today, the spreading of ideas and customs does not rely solely on human movement. Technology—from the Internet to television to satellites—spreads ideas and information faster than ever. As the world becomes more interconnected, human geography will continue to play an important role.

THINKING ABOUT GEOGRAPHY How have computers and the Internet affected your life?



Technology allows this man in rural Australia to stay in touch with the world.



The dragon dance is a holiday tradition in Boston's vibrant Chinatown neighborhood.

KEY IDEAS

- **1.** What are some of the ways that people have helped to restore the environment?
- **2.** What are some of the ways that residents of your region have modified their landscape?
- **3.** What are some of the reasons that people move from place to place?

CRITICAL THINKING

4. Analyze Effects In what ways has technology helped bring people in the world together?

Think about

- the different ways in which people communicate today
- the speed in which people today can communicate over long distances

Geography Handbook Assessment

VOCABULARY

Briefly explain the meaning of each of the following.

- 1. physical map
- 6. projection
- 2. political map
- 7. flood plain
- 3. longitude
- 8. sea level
- 4. latitude
- 9. human geography
- 5. hemisphere
- 10. human movement

Compare and contrast each pair of terms.

- 11. place and location
- 12. parallel and meridian
- 13. climate and temperature

KEY IDEAS

Themes of Geography (pages A2–A3)

- **14.** What is the difference between absolute location and relative location?
- **15.** What is meant by the theme of place?
- **16.** What are the themes of movement and human-environment interaction?

Map Basics (pages A4–A7)

- 17. What are the three major kinds of maps?
- 18. What does a compass rose show?
- **19.** What are latitude and longitude lines?

Physical Geography (pages A8–A13)

- **20.** How have the natural resources in Latin America helped its economic development?
- **21.** What are the different climates within Latin America?

Human Geography (pages A14–A17)

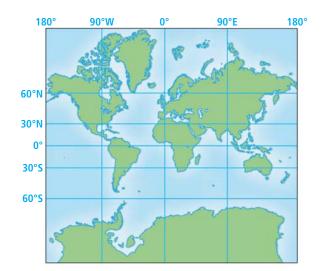
- **22.** How is human geography different from physical geography?
- **23.** What aspects of human geography might cause people to move?

CRITICAL THINKING

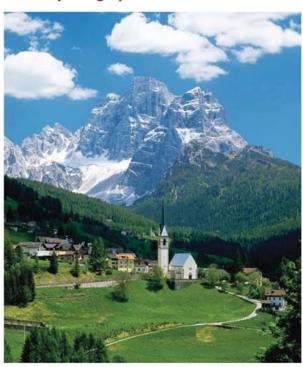
- 24. Form and Support Opinions Which of the five themes of geography do you think has had the most impact on history? Why?
- **25. Analyze Causes and Effects** How do the climate and natural resources of an area affect its economy?
- **26. Categorize** Create a diagram to organize information from this Handbook about the physical geography of Latin America.

Physical Geography of Latin America				
Landforms				
Resources				
Climate				
Vegetation				

- **27. Draw Conclusions** How have motor vehicles changed the human geography of the world?
- **28. Make Inferences** Why is the Mercator projection used for navigation instead of one of the other projection types?



Use the photograph below to answer 29-31.



- **29.** What are some of the physical features of this area?
- **30.** What is the climate of the area pictured?
- **31.** How are the roofs shown in this photograph adapted to this region's winter weather?

Fallangue

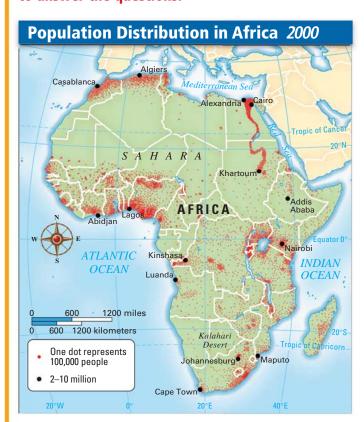
- 1. Writing Activity Review the Geography Dictionary on pages A12–A13. Write a short story that uses at least five of the terms.
- 2. Interdisciplinary Activity—Architecture
 Research the architecture used for
 homes in a different part of the world.
 Draw one of the houses and label its
 special features. Write a caption that
 tells where that style of house can be
 found.

Standards-Based Assessment



- Online Test Practice @ ClassZone.com
- Test-Taking Strategies and Practice at the front of this book

Use the map and your knowledge of geography to answer the questions.



- 1. Which describes the absolute location of Addis Ababa?
 - A. capital of Ethiopia
 - **B.** about 720 miles north of Nairobi
 - C. about 9° N, 38.5° E
 - **D.** sparsely populated
- 2. How many cities with over 2 million people were there in Africa in 2000?
 - **A.** 8 **B.** 10 **C.** 12 **D.** 14
- 3. Which of these cities is in the most densely populated region?
 - A. Abidjan C. Maputo
 - **B.** Cairo **D.** Nairobi



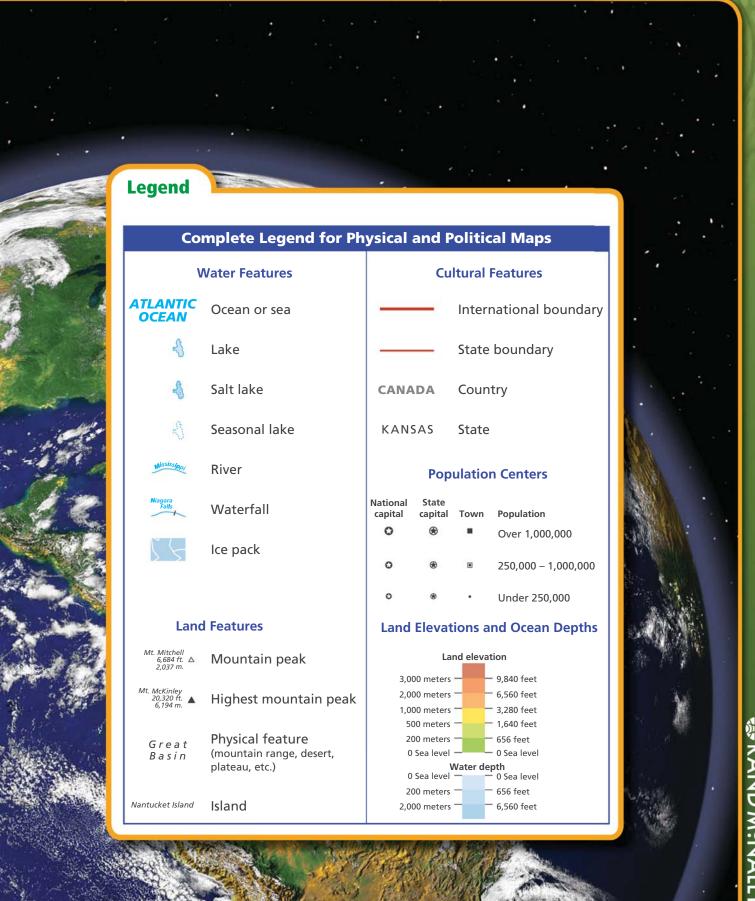
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Europe: Physical	A32
Africa: Political	
Africa: Physical	A35
Asia: Political	A36
Asia: Physical	A38
Australia and Oceania: Physical	
United States: Political	

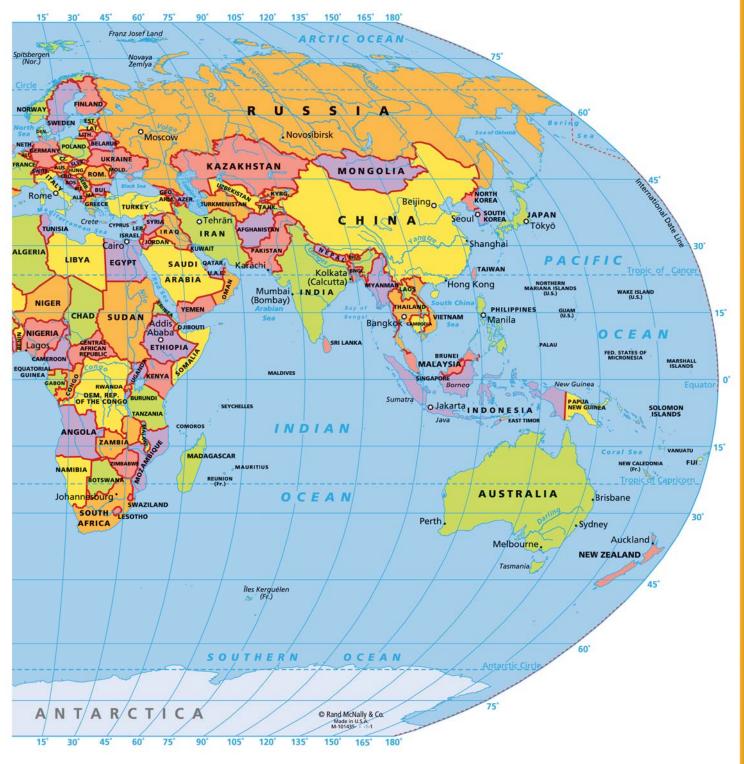


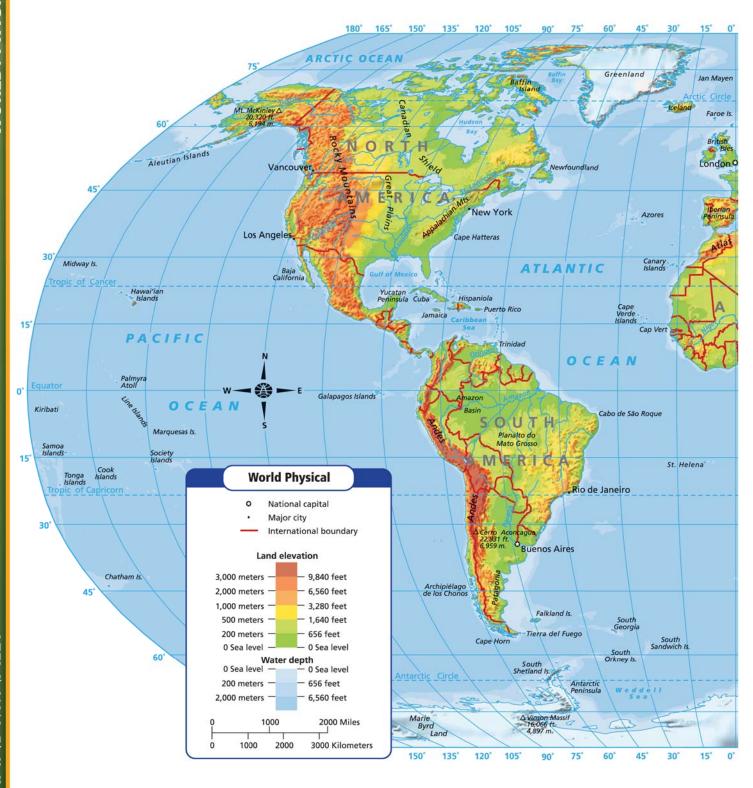


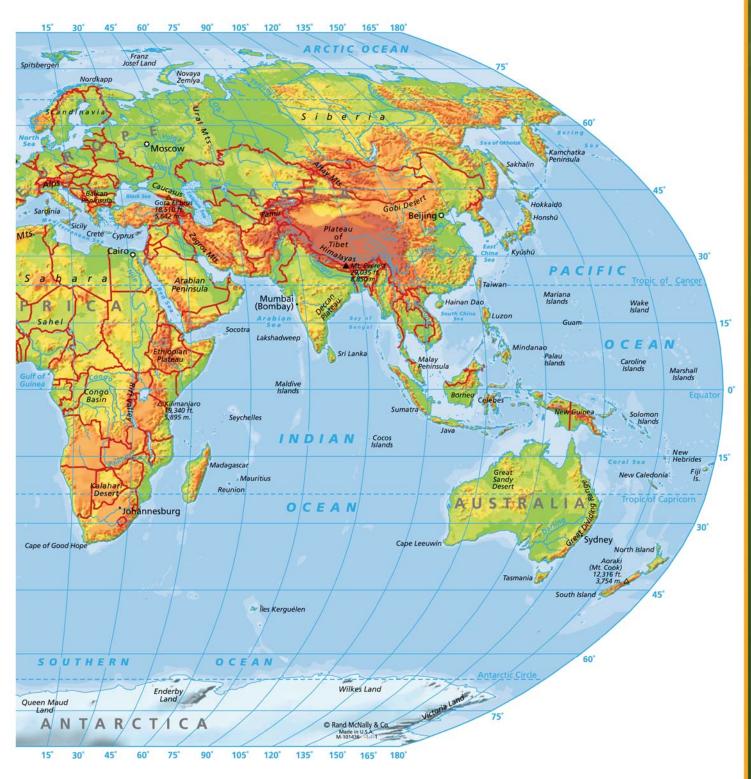
A21

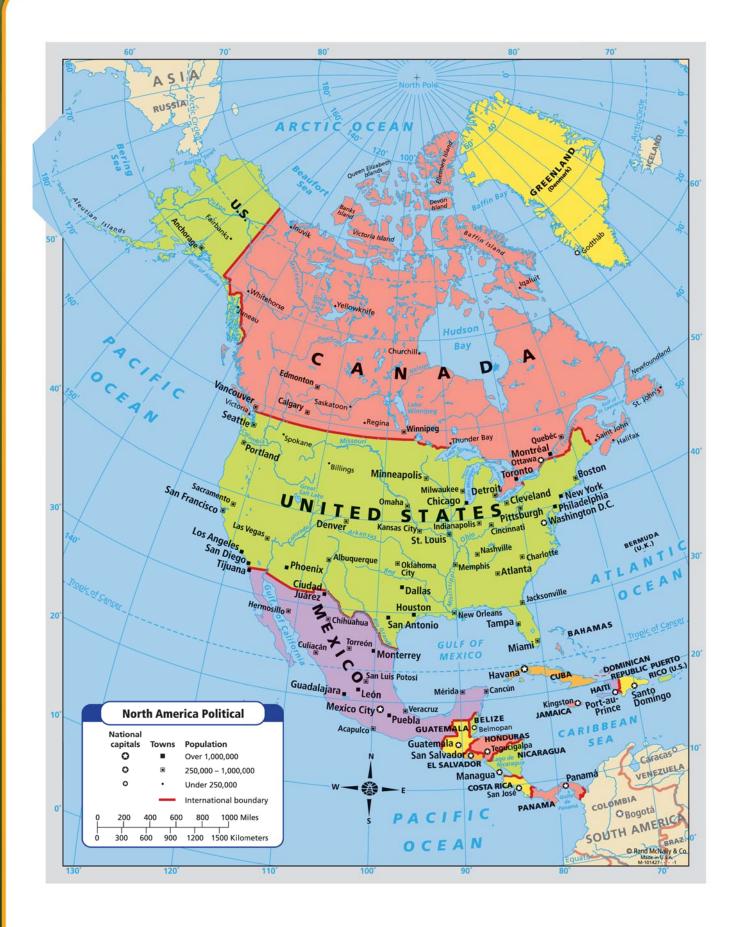


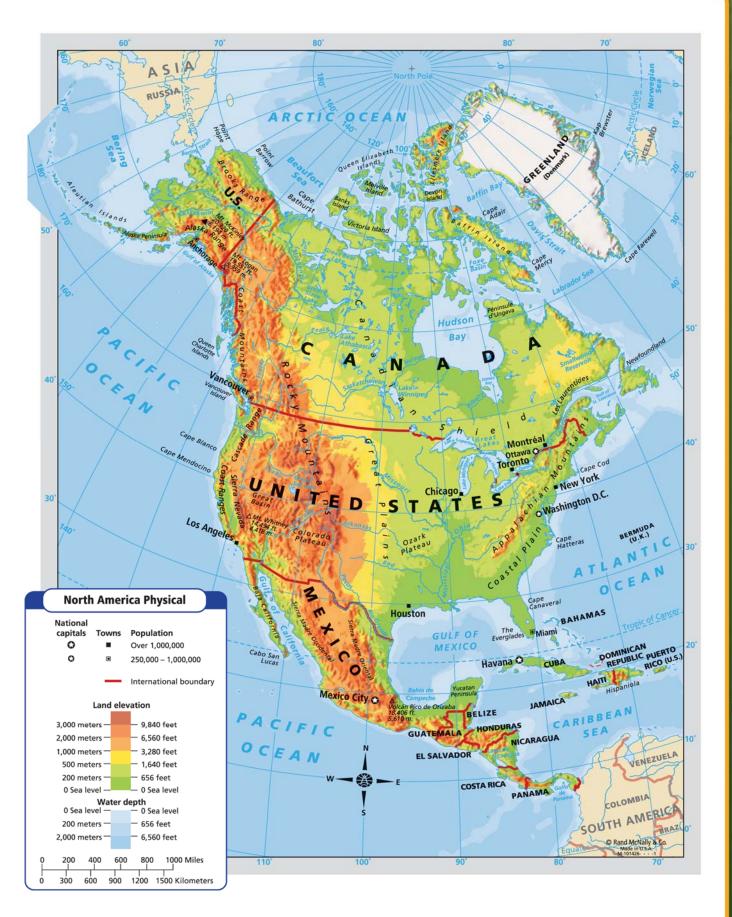








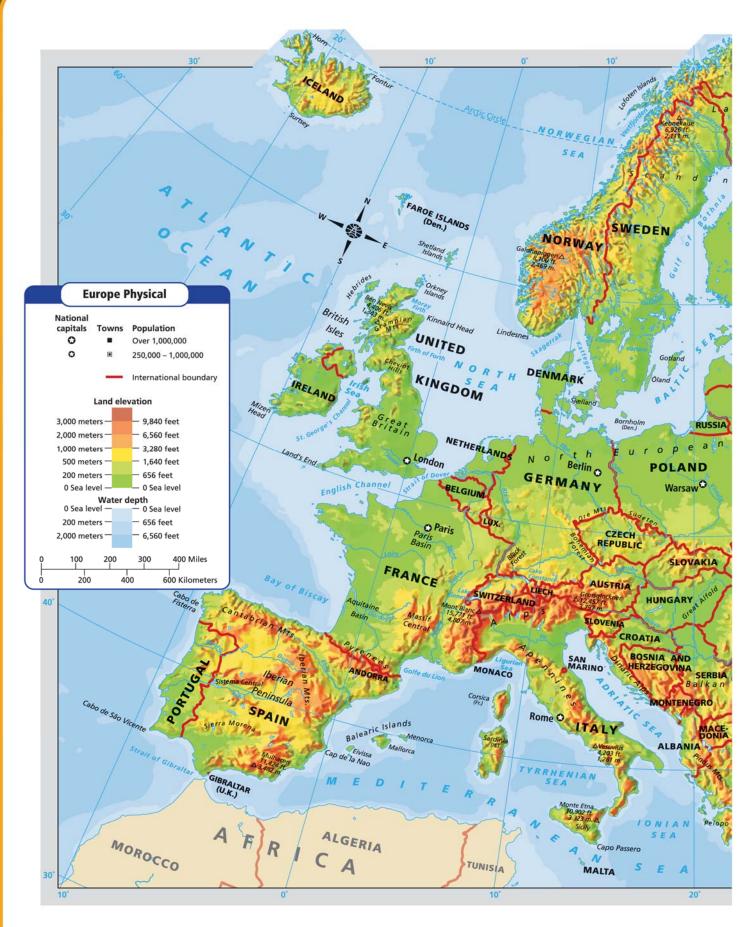


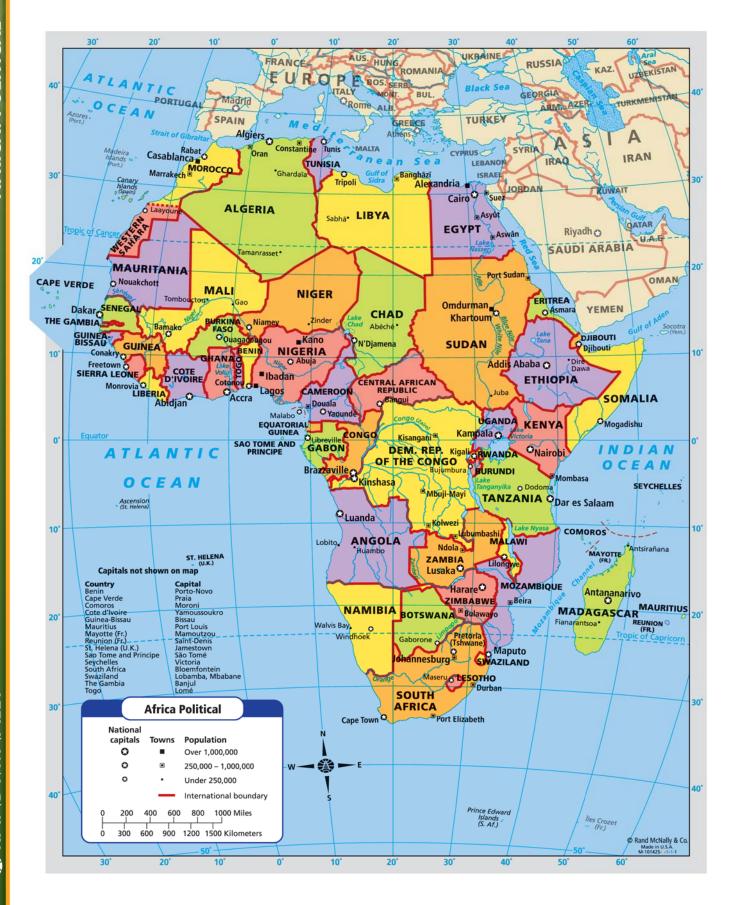


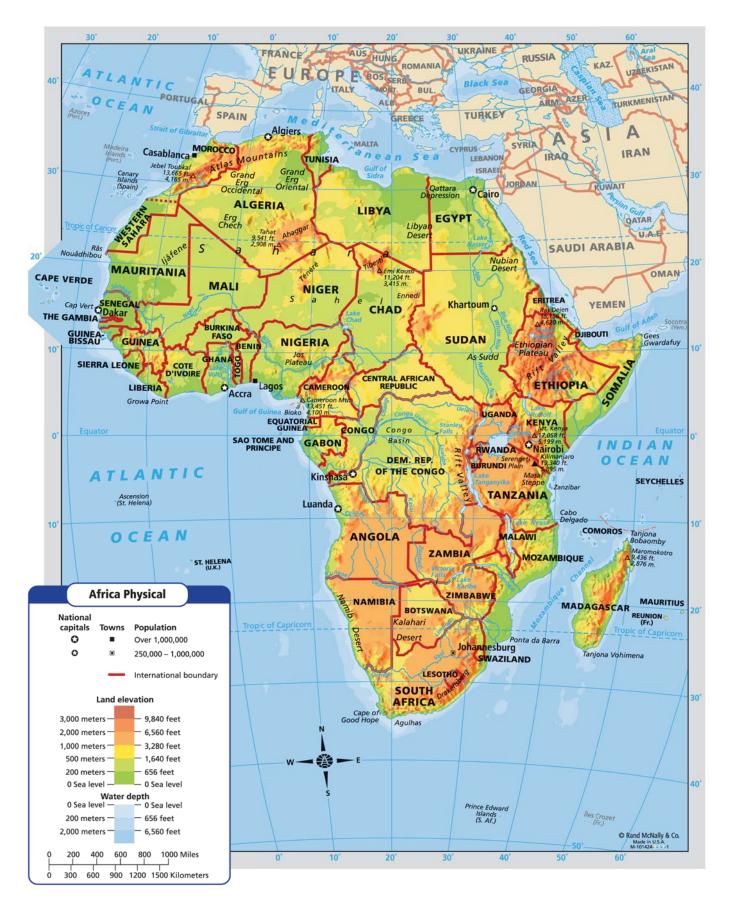


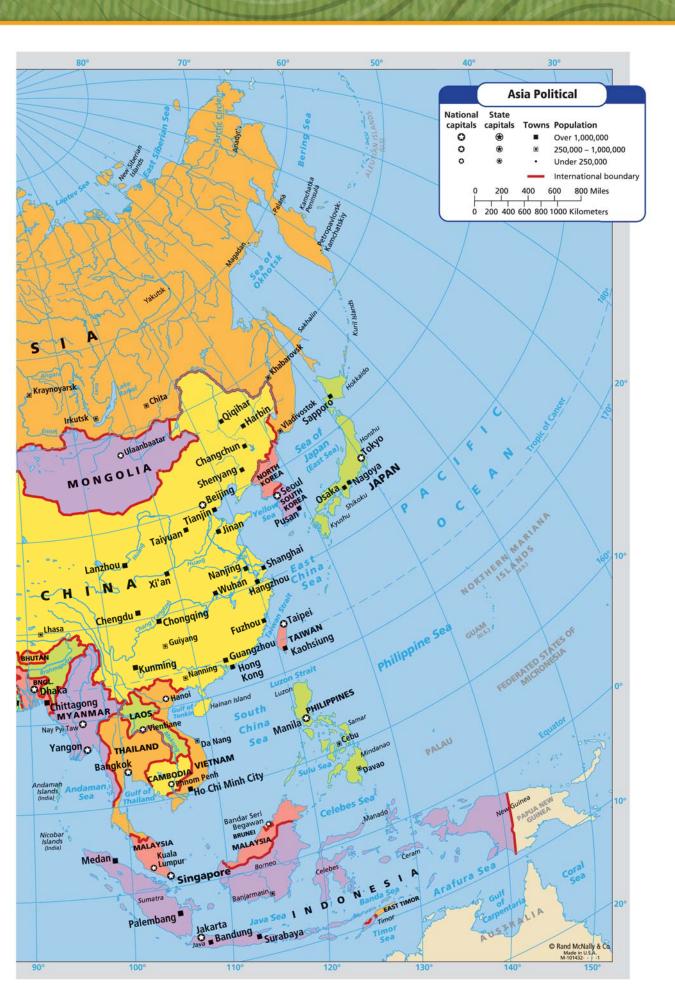


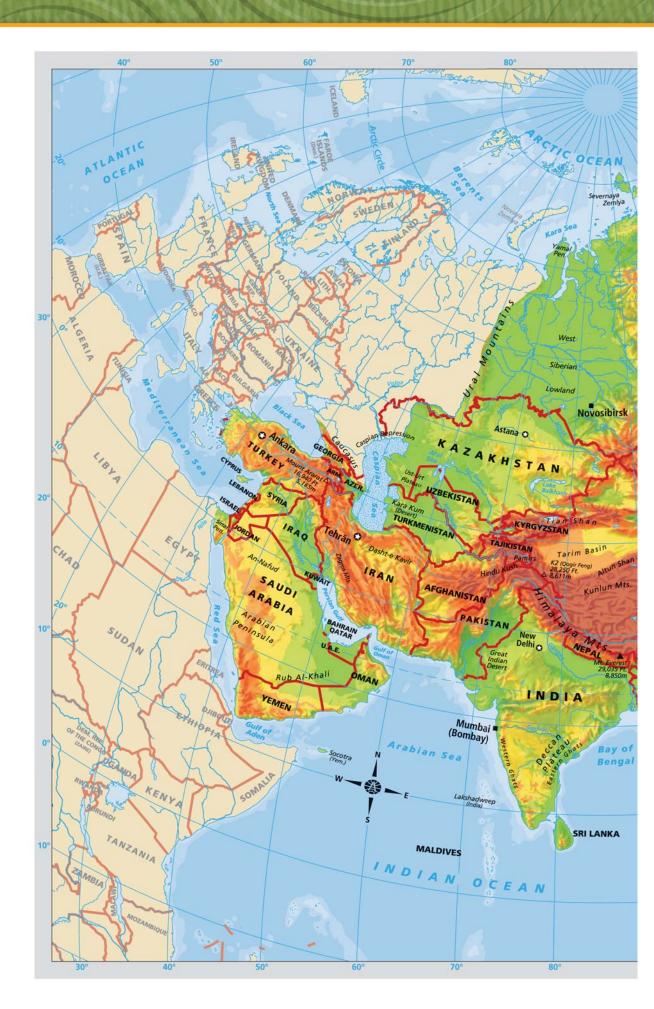


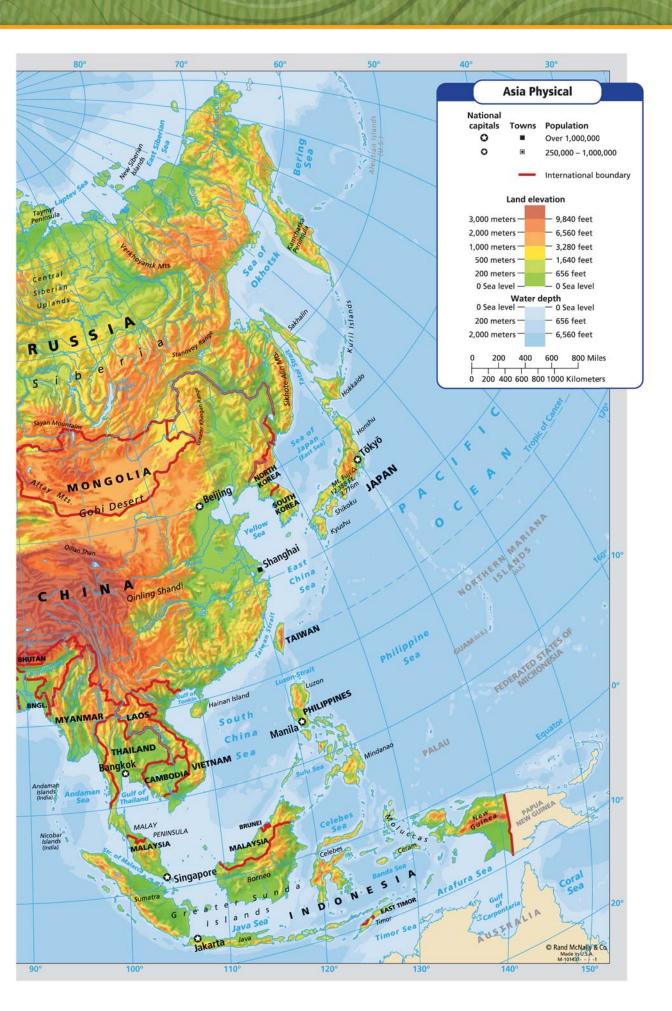


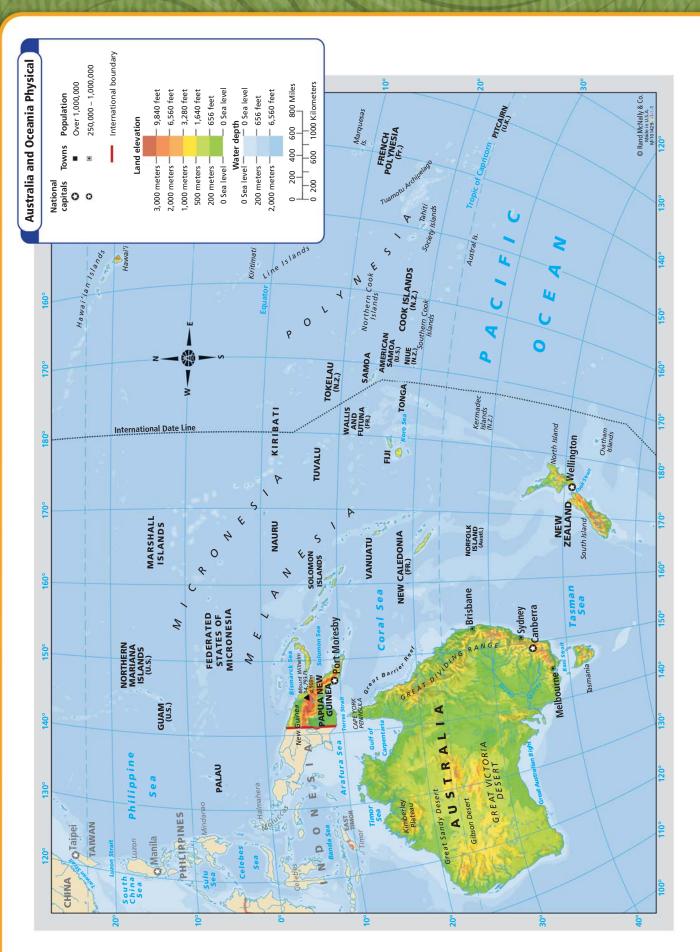


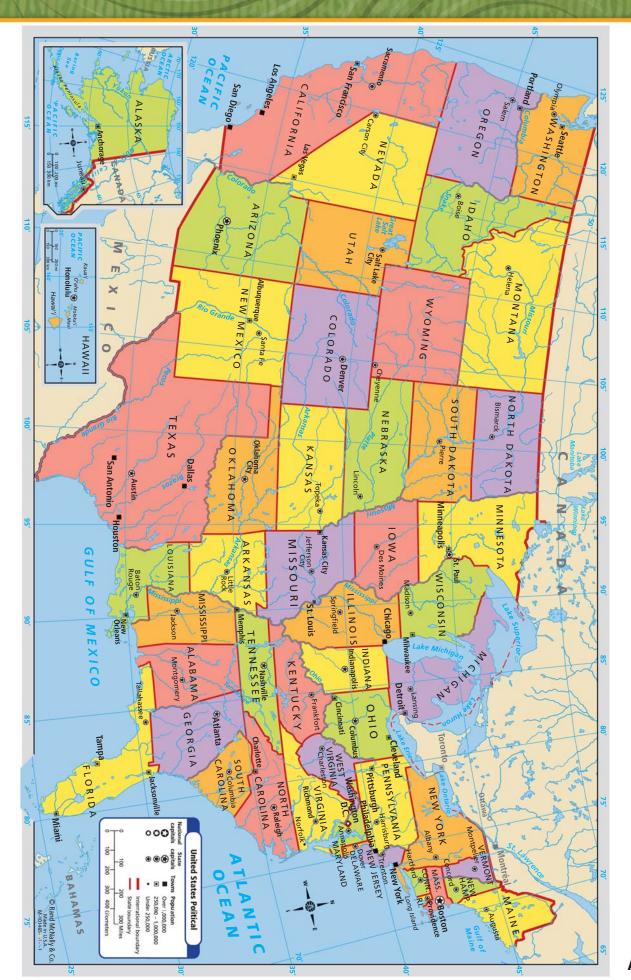


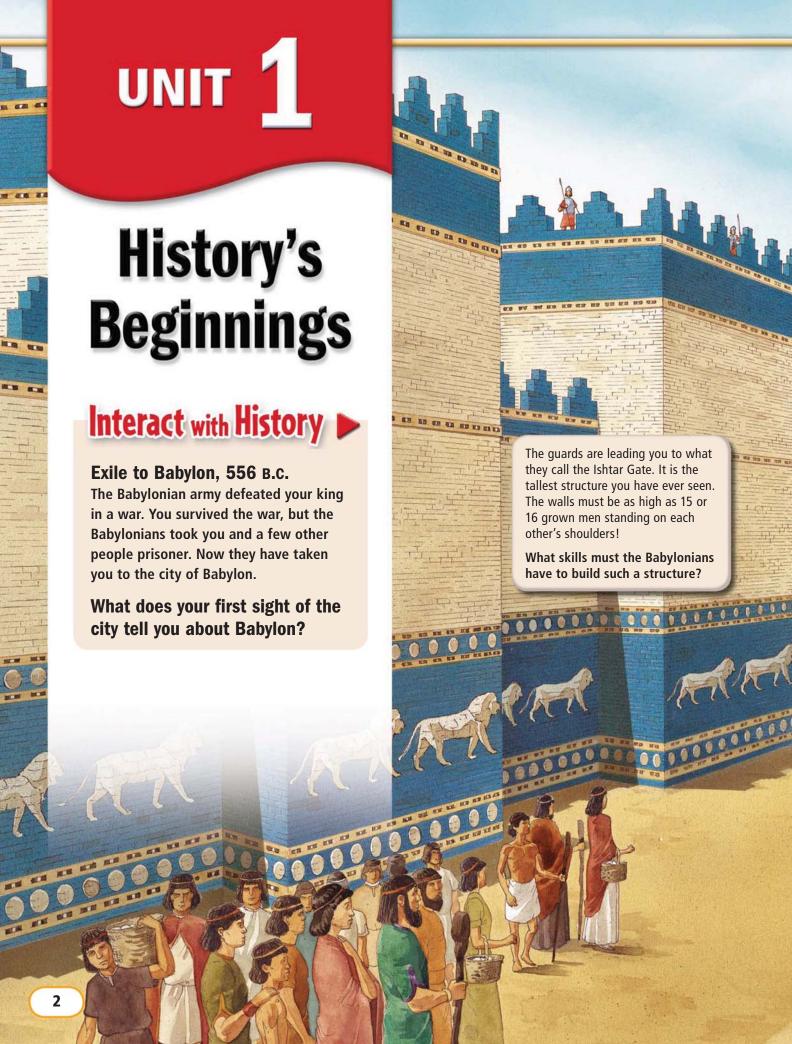








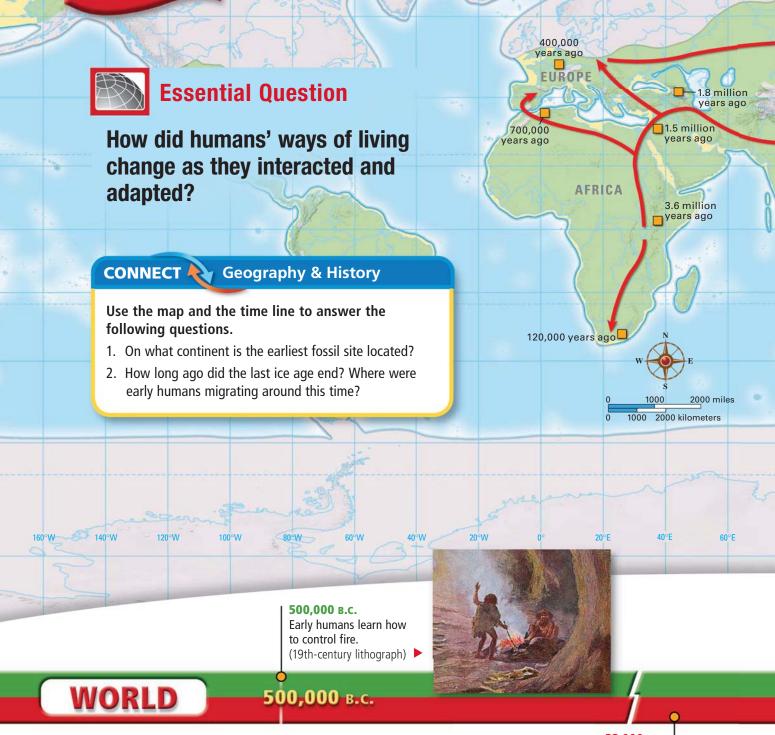






Chapter 1

The Earliest Human Societies



33,000 B.C. Cro-Magnons appear.



Section 1

Reading for Understanding

Key Ideas

Think about what you already know of early humans and how they lived.

NOW YOU WILL LEARN

Early humans adapted to their environment. They developed tools and domesticated plants and animals to improve their lives.

Vocabulary

TERMS & NAMES

BEFORE YOU BEGIN

primary source document or artifact created by a person who witnessed a historical event secondary source work produced about a historical event by someone not actually there hunter-gatherers people who hunt animals and gather plants for food

nomads members of a group of people who have no set home but move from place to place migration process of relocating to a new region technology people's application of knowledge, tools, and inventions to meet their needs religion worship of God, gods, or spirits domesticate to adapt or breed plants or animals for human use

agriculture cultivation of soil to produce crops

BACKGROUND VOCABULARY

bands small groups of families living and acting cooperatively

ravines deep, narrow valleys



Visual Vocabulary domesticate

Reading Strategy

Re-create the web diagram shown at right. As you read and respond to the **KEY QUESTIONS**, use the diagram to help you summarize the main ideas and important details about hunter-gatherers.



See Skillbuilder Handbook, page R4.



Studying History and Early Humans

Connect to What You Know You may know where your parents or ancestors came from and some of the stories about their lives. Family stories help people understand their own history. Now learn what historians use to help them understand the past.

Imagine what it would have been like to be an early human, hunting for food and clothing. Click here to listen to the story ClassZone.com

Understanding the Past



KEY QUESTION Why do people study history and try to learn more about the past?

People investigate their family history to find out about their ancestors. In the process, however, they also find out about themselves. We study world history for the same reasons.

Why Study History? What has happened to a person, a family, or a society in the past may affect what will occur in the future. But history is much more than simply recounting and studying past events. Examining a historical event also involves studying a society's culture, religion, politics, and economics.

When historians examine past events, they attempt to find patterns. Just as important, historians try to see the past through the eyes of the people who lived it. By doing so, they gain insight into human nature and answer important historical questions.

Archives Many historians study documents and images stored in archives. An archive is a collection of documents and other items of historical interest. Why are archives important for historians?



Primary and Secondary Sources

Historians begin their study of the past by asking questions. They use evidence to answer their questions. This evidence often takes the form of primary and secondary sources.

A **primary source** is something written or created by a person who witnessed a historical event. Primary source documents can include military records, marriage certificates, diaries, and private letters.

Not all primary sources are written, however. Artifacts, such as those discovered by archaeologists, can also be primary sources. Buildings, works of art, and tools are examples of artifacts that can be primary sources. Some primary sources are spoken. Oral history is made up of verbal or

unwritten accounts of events. It includes the stories, customs, and songs a culture has passed down for years. Many cultures have forms of oral tradition.

Another type of evidence is a **secondary source**, a work produced about a historical event by someone who was not actually there. Newspapers, books, and paintings are often secondary sources. Oral histories can also be secondary sources. A secondary source might contain an insight about a historical event that the primary sources do not. For example, a secondary source about Columbus might note that he had not sailed to Asia, something that Columbus himself never realized.

Why History Changes Historians carefully examine all of the evidence they have gathered. They sometimes have more information than they can use. They sort through all of the information and choose what is most important and trustworthy. One reason history changes is that different historians might use different evidence.

Once they have found and examined the evidence, historians interpret it. The interpretation can take different forms, including articles, books, and museum displays. Often, historians have conflicting interpretations. Historians sometimes draw different conclusions from the same evidence.

Finally, the discovery of new evidence may lead historians to draw new conclusions about the past. For example, in 1799, French soldiers found the Rosetta Stone. The Rosetta Stone, named after the town in Egypt where it was found, is a primary source from ancient Egypt.



▲ Great Chronicles of France Historians use many types of documents in their research, such as the illuminated manuscript page shown here. It comes from the *Great Chronicles of France*, a record of French kings up to the 1300s.

The stone is inscribed with a message in three languages: hieroglyphics, the ancient Egyptian form of writing; a cursive form of hieroglyphics; and Greek. In 1822, a French scholar finally broke the code of the hieroglyphics. This provided the key to reading hieroglyphics, which historians and scholars had been trying to do for over 1,000 years. Historians could finally read ancient Egyptian texts and translate the writing on monuments and tombs. They were able to learn more about ancient Egypt than ever before.



MAKE INFERENCES Explain why people study history and the past.

Early Humans Were Hunter-Gatherers



KEY QUESTION How did early humans adapt to the environment?

As with many subjects, historians' conclusions about early humans have changed over time as evidence has been uncovered. Historians agree that early humans were hunter-gatherers. They hunted animals and gathered plants for food. When hunter-gatherers no longer had enough to eat, they moved to another location.

Adapting to the Environment Early humans depended on the natural environment for shelter. Some groups lived in caves and rock shelters. People who lived on plains or in desert areas may have made shelters out of tree branches, plant fibers, or skins from the animals they hunted.

Hunter-gatherers lived together in small bands, each made up of several families. The size of a group—probably around 30 people—reflected the number of people who could live off the plants and animals in a given region. Men hunted and fished. Women gathered foods, such as berries and nuts from plants that grew wild, and cared for the children, who also worked.

African Savanna

This photograph shows the kind of landscape over which the first hunter-gatherers roamed. Savannas cover more than 40 percent of the African



Early Humans on the Move Hunter-gatherers were **nomads**, people who move from place to place. Movement often was limited, and groups returned to the same places with the changes of seasons. Early humans also moved to new and distant lands. The act of moving from one place to settle in another is called **migration**. Migrations may have been the result of people's following animals to hunt. By around 13,000 B.C., hunter-gatherers had migrated throughout much of the world. They may have traveled across a land bridge connecting Siberia and Alaska. In this way, they had even entered the Americas.

The arrival of a migrating group in the territory of another people could lead to both good and bad outcomes. Everyone benefited when knowledge and tools were shared. However, people sometimes turned violent when they felt threatened by newcomers, who they thought might try to take their territory. Sometimes they may have feared newcomers just because they were different.



SUMMARIZE Explain how early humans adapted to the environment.

Developing Tools and Culture

KEY QUESTION What were the main elements of prehistoric culture?

Technology consists of the ways in which people apply knowledge, tools, and inventions to meet their needs. Technology dates back to early humans. They relied on tools to make tasks easier.

The Development of Technology At least

2 million years ago, people made stone tools for cutting. Early humans also made carrying bags, stone hand axes, awls (tools for piercing holes in leather or wood), and drills. In time, humans developed more complex tools, such as hunting bows made of wood. They learned to make flint spearheads and metal tools. Early humans used tools to hunt and butcher animals and to construct simple forms of shelter. Technology—these new tools—gave humans more control over their environment. These tools also set the stage for a more settled way of life.

The Use of Fire Around 500,000 years ago, early humans learned to make and control fire. Fire provided heat and light, and it enabled people to cook food. A good fire offered protection from animals. Early humans also used fire to temper, or harden, tools made of metal.

▲ Early Tools Among the tools used by early humans were the mattock (a digging tool), the harpoon, and the ax.

Early Human Culture Early humans created their own culture. This characteristic sets humans apart from other creatures. Art, language, and religion are unique to humans.

Human language probably developed as a result of the need for people to work together. One theory suggests that the need for cooperation during the hunt spurred language development. Another theory suggests that the cooperation needed to gather and share food led to the development of language.

Religion is the worship of God, gods, or spirits. Early humans probably believed that

everything in nature, including rocks, trees, and animals, had a spirit. Some archaeologists believe that early cave paintings of animals were made to honor the spirits of animals killed for food.

Early art gives us insights into humans' daily lives and shared beliefs. Early humans created art in caves and rock shelters all over the world. More than 200 sites of early cave art have been discovered in France and Spain. Cave paintings thousands of years old show lively images of bulls, stallions, and bison. Early human art exists in Africa, Asia, Europe, Australia, and the Americas.

Early humans also created art that they could carry with them. Jewelry and figurines are examples of portable art. Early humans may have worn these items. Other items may have had religious or spiritual meaning. Art also included music, dance, and stories—art that could be performed anywhere.



FIND MAIN IDEAS Identify the main elements of prehistoric culture.

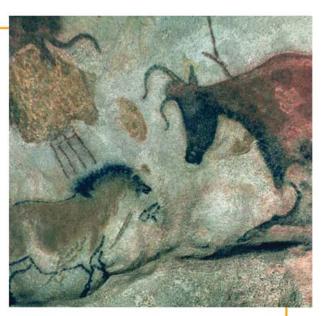
The Beginnings of Agriculture



KEY QUESTION How did their experience as hunter-gatherers help early humans to domesticate plants and animals?

Early humans were nomadic. They moved around in search of food. By around 8000 B.C., though, they had learned to modify the environment by growing plants and raising animals.

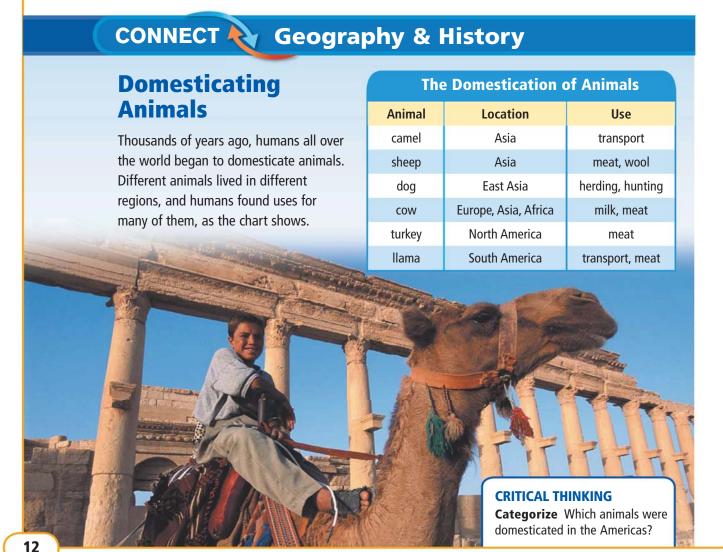
Climate Changes Rising temperatures resulted in the retreat of the Ice Age glaciers. This retreat meant that early humans could move into new areas. As temperatures rose, the growing season became longer. Wild grasses spread, and humans began to **domesticate** them—that is, humans learned to grow and breed the grasses. This skill provided humans and grazing animals with more grain to eat.



▲ Cave Painting This rock painting in the cave of Lascaux, France, showing a horse and a bull, is probably about 17,000 years old.

The Domestication of Animals Early humans also learned that some animals could be captured and tamed. Hunters' expert knowledge of wild animals probably played a key role in the domestication of animals. During a hunt, they may have driven herds of animals into **ravines** to be slaughtered. The idea to drive them into human-made enclosures might have developed from there. Enclosed animals could be kept as a constant source of food and eventually domesticated.

Early humans learned to domesticate the first animals around 9000 B.C. Domesticated animals offered reliable sources of food, clothing, and other products. Early humans used animal skins to make clothing and shelters. They made harpoons, needles, and other tools from the bones. Many animals, such as horses, llamas, and camels, were used for transporting people and goods. People probably domesticated dogs to help them hunt for wild animals. Because early humans relied on animals and animal products in so many parts of their lives, being able to domesticate them was very useful.



The Agricultural Revolution Just as hunters' knowledge of wild animals probably led to their domestication, food gatherers' understanding of plants probably spurred the development of farming. Food gatherers may have noticed that grain sprouted from spilled seed. Gradually, people got the idea of **agriculture**, or planting seeds to raise crops.

The agricultural revolution is the name given to the shift from food gathering to food

raising. Agriculture probably began in Asia around 8000 B.C. Within about five thousand years, civilizations in Africa, Asia, and the Americas had all turned to agriculture. Farming then spread to surrounding regions.

The agricultural revolution brought about changes in tools and technology. People made hoes to loosen soil, plows to help plant seeds, and sickles to harvest grain. As technology and farming methods improved, agriculture became humans' most important source of food. A given area of land could provide more food than hunting and gathering, allowing for an increased population and better opportunities for settling in one place.



DRAW CONCLUSIONS Explain how their experience as hunter-gatherers helped early humans to domesticate plants and animals.

Section Assessment

Terms & Names 1. Explain the importance of

primary source migration hunter-gatherers domesticate nomads agriculture

Use Your Reading Notes

2. Summarize Use your completed web diagram to answer the following question: How did hunter-gatherers live?



Population and Agriculture



Source: A Geography of Population: World Patterns

▲ Human Population

This graph shows how population jumped as a result of the agricultural revolution. Today, the world population is estimated to be more than 6 billion people.

ONLINE QUIZ

For test practice, go to Interactive Review @ ClassZone.com

Key Ideas

- 3. How did early humans use available natural resources for food, housing, and clothing?
- **4.** How did the development of tools change the life of early humans?
- **5.** What farming techniques were part of the agricultural revolution?

Critical Thinking

- **6. Draw Conclusions** What does their art tell us about early humans?
- 7. CONNECT to Today How has modern technology changed the way people live their lives?



Internet Activity Use the Internet to research farming techniques used by early farmers. Design one scene or panel of a mural on a blank sheet of paper. **INTERNET KEYWORD:** prehistoric farming tools

Section **2**

Reading for Understanding

Key Ideas

BEFORE, YOU LEARNED

Early humans were hunter-gatherers who learned to modify the environment by growing plants and raising animals.

NOW YOU WILL LEARN

As people became better farmers, they settled in larger villages. Some settlements developed into complex villages with new ways of life.

Vocabulary

TERMS & NAMES

irrigation watering dry land by using ditches, pipes, or streams

surplus amount produced in excess of what is needed

specialization skill in one type of work **artisans** people trained in a particular skill or craft

social class group of people with similar customs, backgrounds, training, and incomegovernment organization set up to make and enforce rules for a society

BACKGROUND VOCABULARY

fertile good for plants to grow in **inhabitants** residents of a place

REVIEW

agriculture cultivation of soil to produce crops



Visual Vocabulary These men are using a shadoof, an ancient Egyptian tool for of **irrigation**.

Reading Strategy

Re-create the web diagram shown at right. As you read and respond to the **KEY QUESTIONS**, use the diagram to categorize ideas about the first human communities.



See Skillbuilder Handbook, page R6.



The First Communities

Connect to What You Know Do you live in the country, a small town, a city, or a suburb? In the distant past, simple farming villages developed over hundreds of years into more complex villages and eventually into cities.

Settlements Begin

KEY QUESTION How did farming change the way people lived?

People learned to be better farmers as their tools improved. Groups often remained in the same areas instead of moving around every few years. They developed larger, more permanent settlements.

Farming Villages Develop Worldwide Early **agriculture** developed in areas where water was available, such as in river

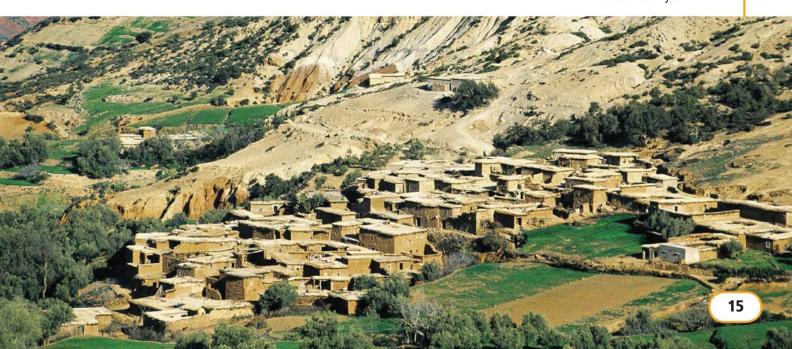
valleys. **Irrigation** is the watering of dry land using systems of ditches, pipes, and streams. **Fertile** soil in these areas also produced bigger and better crops, which attracted farmers. Farmers settled in larger villages and went out to the fields to work. Villages grew to hold several thousand people.

Village life provided many advantages. Food was more plentiful. People living in larger groups could more easily withstand attacks by nomadic bands. Village life also had disadvantages, including the risks of fire, disease, and flood.



Moroccan Village

This modern village in the Atlas Mountains of Morocco in North Africa continues a way of life that has lasted for thousands of years. V





Surpluses Boost Development As agricultural techniques improved, farmers sometimes produced surpluses. A **surplus** is more than what is needed to survive. For example, farmers might grow more grain than their families or village could use. The extra grain was an economic surplus.

Surpluses in early farming villages were not limited to food. Surpluses also included materials for making cloth and other products. Sheep raisers, for example, may have had surplus wool. Surpluses in good seasons helped villages survive bad seasons.

When villages prospered, they were able to support more people. Their populations grew. Village economies became more varied as people developed special skills.

People Develop Different Skills As farmers began producing surpluses, not everyone had to raise food. People began specializing in other kinds of work. A **specialization** is a skill in one kind of work.

Potters and weavers probably were among the first to specialize. They made products that everyone could use. Potters made vessels for carrying and storing water and food. Weavers created cloth from spun cotton, wool, and flax—the plant from which linen is made. Potters and weavers traded their products for food.

Certain people in a community were regarded as holy. These holy people, often called shamans, interpreted natural events such as rain or fire. They explained the meaning of a good or bad harvest. They were also healers thought to be in contact with the spiritual world. Such people evolved into the priests of the first cities.

The way of life in a village was new and very different. Hunter-gatherers led a nomadic life, moving from place to place. Villagers settled in one place and no longer depended solely on hunting and gathering for food. Instead, farmers worked to raise enough food for everyone in the village. Work became more specialized, with nonfarmers trading their goods and services for food.



DRAW CONCLUSIONS Explain how farming changed the way that early humans lived.

Simple Villages Grow **More Complex**



KEY QUESTION How did life in villages become more complex?

Surpluses and specialization led to the growth of villages. Life became more complex in certain villages as they developed. Social relationships also became more complicated as village populations grew larger.

A Changing Way of Life Extra food and other supplies meant that more people could live together. In this way, surpluses encouraged the growth of villages and populations. Surpluses also led to increased trade. People in one village might trade their surplus food for the surplus tools in another village.

As agriculture allowed more villages to produce surpluses and specialization spread, how people related to each other changed. Potters, weavers, and other craftspeople often spent years learning their skills. People trained in skills or crafts are called artisans. Carpenters, toolmakers, cloth makers, and potters are all artisans. People with similar skills developed into occupational classes. In this way, specialization led to the development of social classes. A social class is a group of people with similar customs, backgrounds, training, and income, such as farmers, craftspeople, priests, or rulers.

As ancient communities grew into larger villages, people felt the need for laws and leadership to keep order and settle disputes. People developed early forms of **government**—that is, ways of creating order and providing leadership. Early humans made laws to make their communities both safer and more stable.



▲ Necklace and **Pottery** People with special skills made different objects. Both of these objects were produced by early civilizations in Southwest Asia. What allowed villagers to specialize?

Primary Source

Artifacts

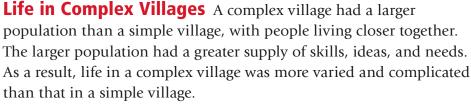
Primary sources include artifacts, or objects, from the past. Artifacts include tools, weapons, sculptures, and jewelry made by human beings. These objects can tell us much about ancient peoples and cultures.

 The seal at the top was found in a burial site in Catal Huyuk. It was used as a stamp to show ownership.
 None of the designs are repeated on the many seals that have been found.

 The dagger at the bottom was also found in Catal Huyuk. It has a snake handle. The blade is made of flint imported from Syria. It was probably used in religious ceremonies or rituals.



What conclusions can you draw about the life of the people in Catal Huyuk by looking at these artifacts?



Complex villages were not like the cities of today. Although one of these villages may have had as many as 8,000 people, it would be quite small by today's standards. However, thousands of years ago, a village with a population of 8,000 would have been very large. Most farming villages had only a few hundred **inhabitants**.

Technology was still in its early stages. Electricity, rapid transit, sewer systems, and concrete buildings support today's huge city populations. In ancient times, these tools and technologies had not yet been invented.

Catal Huyuk By studying their remains, archaeologists can learn about life in complex villages. Catal Huyuk (chah•TAHL hoo•YOOK) is an example of a complex village. Located in Turkey, its ruins are at least 9,000 years old, and it had a population of about 8,000 people.



Catal Huyuk covered an area of about 32 acres. It was an agricultural village with fertile soil that produced crops of wheat, barley, and peas. Villagers also raised sheep. Catal Huyuk's agricultural surpluses supported a settled population.

Although Catal Huyuk had a small population, its site has yielded evidence of the complex life of its dwellers. The layout of the village shows that people lived in clusters

of permanent buildings. About 1,000 dwellings with similar floor plans housed the inhabitants of the village. Archaeologists believe that the people of Catal Huyuk buried their dead under the floors of their houses. They have also found vivid murals painted on the walls of many houses. The murals often show wild animals and hunting scenes. They seem to be related to the burials, suggesting that the paintings have some religious significance.

The people of Catal Huyuk developed special skills, such as making tools and luxury items. They produced cloth, wooden vessels, and simple pottery. Catal Huyuk became a center of trade, culture, and influence.



FIND MAIN IDEAS Explain how life in villages became more complex.



▲ Wall Painting

This painting shows a red bull surrounded by humans. It was painted on the inside wall of a building in the village of Catal Huyuk.

2

Section Assessment



Terms & Names

1. Explain the importance of

irrigation specialization social class surplus artisans government

Use Your Reading Notes

2. Categorize Use your completed web diagram to answer the following question:

Why were pottery and weaving among the first skills to be developed?



Key Ideas

- **3.** In what geographical regions did farming first develop?
- **4.** What are the basic characteristics of a complex village?
- **5.** What characteristics of Catal Huyuk identify it as a complex village?

Critical Thinking

- **6. Compare and Contrast** What would be the pros and cons of living as a nomad? in a simple village? in a complex village?
- **7. Make Inferences** How did specialization help to establish social classes?



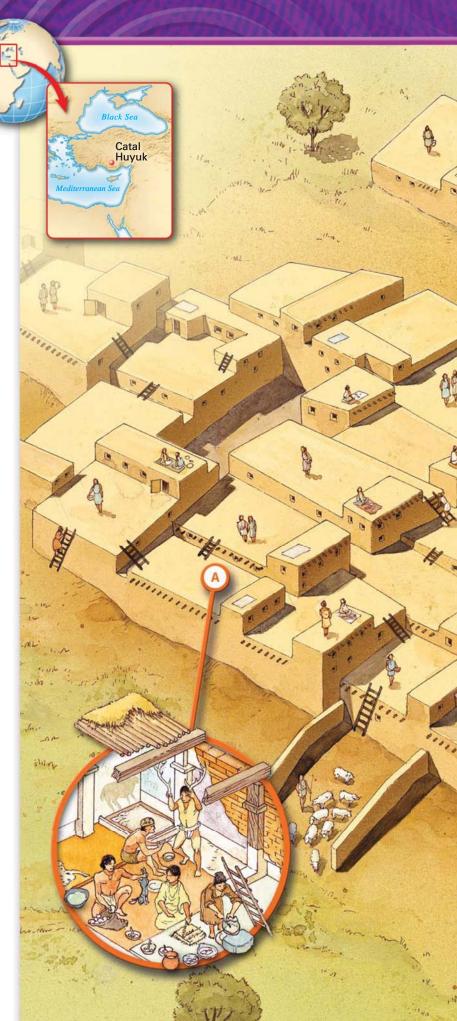
Plan a Museum Display Plan a museum display showing specializations that people practiced in early villages. On a poster, make a two-column chart. List the display items on the left. Opposite each item, write a brief description.

Daily Life

Living in a Complex Village

Catal Huyuk was located on a river in a plain that was well suited for growing crops. As the settlement prospered, permanent homes were built of mud brick. Around 7000 B.C., perhaps as many as 8,000 people lived in Catal Huyuk, which contained more than a thousand houses. Many different activities were part of daily life in the village.

- A House Interiors The houses had windows and doors. Within the houses, people attended to their daily chores, including the preparation of food. The clay hearths and ovens were built in and had curbs around them to prevent embers from spreading.
- B Religious Buildings Some buildings contained bulls' heads and horns. These were common religious symbols in the village. The buildings may have had religious significance.
- G Houses with Ladders Over a thousand houses were packed together. No streets or alleys separated the houses. For security, people used ladders to enter the village.
- Rooftops People used the rooftops for a variety of purposes. They traveled across roofs. They slept on the roofs in hot weather. They also used the roofs to dry their crops in the sun.





Chapter

Assessment

Interactive (**) Review

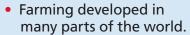


Material States for quizzes, flipcards, crosswords, review notes, and activities @ ClassZone.com

The Earliest Human Societies

Geography

- Early humans adapted to their environment.
- Hunter-gatherers lived a nomadic life in pursuit of animals.





- Humans desire to explore the world and solve problems.
- Weapons and tools helped huntergatherers to survive.
- New technologies developed to support the agricultural revolution.

Culture

- Early humans developed language, religion, and art.
- Agriculture caused a change in how people lived.
- Simple farming villages developed into complex villages.



Explain why the words in each set below are linked with each other.

- 1. primary source and secondary source
- 2. hunter-gatherers and nomads
- 3. agriculture and irrigation
- 4. surplus and specialization
- 5. social class and government

KEY IDEAS

Studying History and Early Humans (pages 6–13)

- 6. How did hunter-gatherers interact with the environment?
- **7.** Why was the development of technology important to early humans?
- 8. How did the domestication of animals affect people's lives?

The First Communities (pages 14–21)

- 9. How did environmental conditions influence the locations of early farms?
- **10.** What factors caused simple villages to develop into complex villages?
- 11. In what ways was life in Catal Huyuk more complex than life in a simple farming village?

CRITICAL THINKING

- **12. Find Main Ideas** As early communities grew larger, how did village life change?
- 13. Analyze Causes and Effects How did the development of tools affect agriculture?
- 14. Compare and Contrast What were some of the changes that occurred in the way people lived as they shifted from a nomadic to a settled way of life?





- 1. Writing Activity Choose one of the examples of early art shown in this chapter. Write one or two paragraphs about an event that might have inspired the work of art or about a story that the art is attempting to tell.
- 2. Interdisciplinary Activity— **Science** Make a chart comparing early farming in the Americas with that in African and Asian river valleys. Include the following factors: type of terrain, crops grown, and farming techniques. Use books and the Internet to find information.



MONLINE ACTIVITY

Click here to create a multimedia presentation about Catal Huyuk @ ClassZone.com



Answer the ESSENTIAL QUESTION

How did humans' ways of living change as they interacted and adapted?

Written Response Write a two- or three-paragraph response to the Essential Question. Consider the key ideas of each section and details about early humans' lives. Use the rubric to guide your thinking.

RESPONSE RUBRIC

A strong response will

- identify how hunter-gatherers adapted to their environment
- discuss the effects of the agricultural revolution and the shift from simple farming villages to complex villages

Standards-Based Assessment



- Online Test Practice @ ClassZone.com
- Test-Taking Strategies and Practice at the front of this book

Interpret Charts Use the chart below to answer the questions.

Characteristics of Complex Villages		
Larger populations	thousands of people	
Beginnings of government	leaders; laws or other means of settling disputes	
Public buildings	accommodations for gatherings of people	
Specialized workers	workers learn special skills and focus on one kind of work	
Social classes	groups with similar trainings and incomes	
Trade	exchange of surplus goods	

- 1. How many people needed to live in a village for it to be considered complex?
 - A. dozens
 - **B.** hundreds
 - C. thousands
 - D. tens of thousands
- 2. Which of the following is a NOT a characteristic of a complex village?
 - A. beginnings of government
 - **B.** development of social classes
 - C. record keeping
 - D. specialized workers

Chapter

Mesopotamia and the Fertile Crescent



Essential Question

How did geography influence the development of civilization in **Southwest Asia?**

Mediterranean Sea

CONNECT Q Geography & History

Use the map and the time line to answer the following questions.

- 1. Where in the Fertile Crescent were most cities of the early Southwest Asian empires located?
- 2. In which Southwest Asian empire was Hammurabi's Code developed?

Syrian Desert

Jordan River

Dead

People by the Euphrates River begin to irrigate crops. (early Mesopotamian jug)

3000 B.C.

3400 в.с.

The first system of writing is in use in Sumer.

MESOPOTAMIA

WORLD

5000 B.C.

5000 B.C.

4200 B.C.

4000 B.C.

A dry period begins in Africa, causing the Sahara to spread. (the Sahara today)





Section 1

Reading for Understanding

Key Ideas

BEFORE, YOU LEARNED

As people became better farmers, they settled in larger villages. Some settlements developed into complex villages with new ways of life.

NOW YOU WILL LEARN

The geography of Mesopotamia influenced where people settled and how they lived.

Vocabulary

TERMS & NAMES

Mesopotamia (MEHS•uh•puh•TAY•mee•uh) land between the Tigris and Euphrates rivers floodplain flat land bordering the banks of a river

silt fine, fertile soil carried by rivers and deposited on nearby lands

arid climate type marked by hot summers and limited rainfall

drought (drowt) long period of little or no rainfall when it is difficult to grow crops

BACKGROUND VOCABULARY

currents concentrated flowing of water **swell** increase in size or volume

REVIEW

irrigation watering dry land by using ditches, pipes, or streams

surplus amount produced in excess of what is needed

Reading Strategy

Re-create the chart shown at right. As you read and respond to the **KEY QUESTIONS**, use the chart to record a sentence or two summarizing the content under each of the three main headings in the section.



See Skillbuilder Handbook, page R4.

SUMMARIZE

Geography of Mesopotamia

The rivers of Mesopotamia were important because . . .

Mesopotamians watered their crops by . . .

Because of a lack of resources, . . .



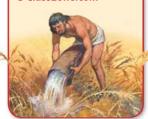
The Geography of Ancient Mesopotamia

Connect to What You Know Think of a time when you have seen pictures of a flood on television or in newspapers. Floods cause destruction by washing away objects in their path. Do you think a flood can also have good consequences?

Starting with a Story

Imagine you are a farmer living near a river in Southwest Asia. The yearly flood, which makes farming possible, has not come. Now the village is fighting for its life!

Click here to listen to the story @ ClassZone.com



The Land Between Two Rivers



V KEY QUESTION How did the land between the Tigris and Euphrates rivers support farming?

The Tigris (TY•grihs) and Euphrates (yoo•FRAY•teez) rivers are in Southwest Asia. They start in the mountains of what are now Turkey and Kurdistan. From there they flow through what is now Iraq and head southeast to the Persian Gulf.

Mesopotamia The region where these two rivers flow is called **Mesopotamia** (MEHS•uh•puh•TAY•mee•uh). The name means "land between the rivers." This land is mostly flat with small, scrubby plants. The rivers provided water and means of travel. In ancient times, it was easier to travel by boat than over land. Boats can carry heavy loads, and river currents helped move boats that were traveling down river. Also, few roads existed.

Euphrates River

Even today, people of Mesopotamia farm the land next to the Euphrates River. The flat land by a river is a floodplain. ∇



Fertile Soil Almost every year, rain and melting snow in the mountains caused the rivers to **swell**. As the water flowed down the mountains, it picked up soil. When the rivers reached the plains, water overflowed onto the **floodplain**, the flat land bordering the banks. As the water spread over the floodplain, the soil it carried settled on the land. The fine soil deposited by rivers is called silt. The silt was fertile, which means it was good for growing crops.

An Arid Climate Less than 10 inches of rain fell each year in southern Mesopotamia, and summers were hot. This type of climate is called arid. Although the region was dry, ancient people could still grow crops because of the rivers and the fertile soil. Farming villages were widespread across southern Mesopotamia by 3500 B.C.



ANALYZE EFFECTS Explain how the land between the Tigris and Euphrates rivers supported farming.

Controlling Water by Irrigation



V KEY QUESTION Why was irrigation so important for farmers?

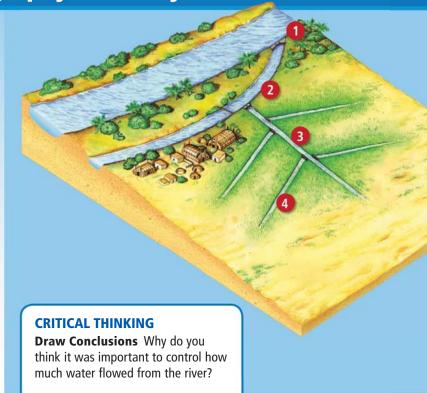
The work of a farmer is difficult. Crops need the right amount of water to thrive. The floods and the arid climate in Mesopotamia meant that farmers often had either too much water or too little.

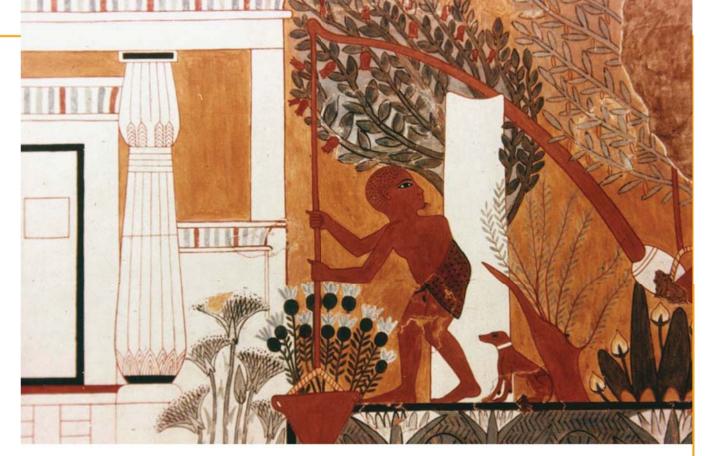
Geography & History **CONNECT**

Ancient Irrigation

The model shows how an ancient irrigation system worked.

- Gates controlled how much water flowed from the river.
- Main canals led from the river. They sloped gently downward to keep the water flowing.
- Medium-sized branch canals led away from the main canals.
- 4 Small feeder canals led water directly to the fields.





Floods and Droughts The yearly floods of the Tigris and Euphrates rivers were unpredictable. No one was sure when the floods would occur. They might come in April, or they might not happen until June, well after farmers had planted their crops. The extent of the floods depended on how much snow melted in the mountains in spring and how much rain fell. Heavy rains and snow melt brought violent floods that washed everything away. Too little rain and melting snow, however, meant that there would be no flood.

▲ Irrigation This detail from an Egyptian mural shows how farmers used buckets to move water during the summer months, when the water level in the rivers was low.

A long period when too little rain falls is called a **drought** (drowt). In an arid region such as Mesopotamia, drought is a constant danger. During a drought, the level of the Tigris and Euphrates would drop, making it hard for farmers to water their crops. If crops failed, the people of Mesopotamia starved.

Irrigation As early as 6000 B.C., Mesopotamian farmers began to take steps to control the water supply. They built earthen walls along the riverbanks to hold back excess water during floods. They also built canals to carry water from the rivers to their fields. Such a system for watering dry land is called **irrigation**.

Water from the Tigris and Euphrates was muddy, and silt often clogged the canals. Keeping canals clean and the water flowing was a constant challenge for Mesopotamian farmers.



DRAW CONCLUSIONS Describe the importance of irrigation to farmers.

A Land of Few Resources

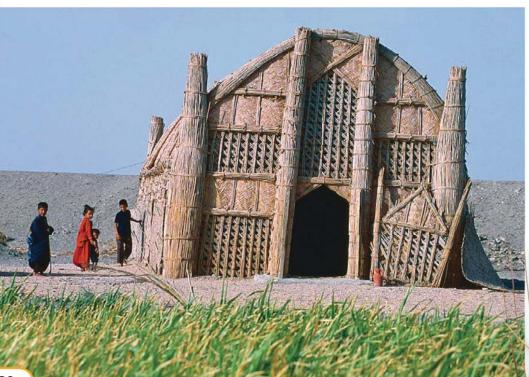


V KEY QUESTION How did Mesopotamians cope with a lack of resources?

Humans have always had to solve problems in the environment. Some problems result from lack of resources. For example, Mesopotamia had no forests to provide wood. The region also had little stone and lacked minerals, such as metals.

Reed and Brick Houses Because of that lack of resources, the ancient Mesopotamians had few conventional building materials. Since the Mesopotamians could not build with wood or stone, they used what was readily available—reeds and mud. They formed bundles of reeds into "pillars" and inserted them into holes in the ground. They bent the pillars over and bound them together, forming a roof. They plastered the walls with mud to strengthen them. The Mesopotamians also mixed mud and straw together to make bricks. They hardened the bricks by drying them in the sun. Buildings constructed with these bricks were much sturdier than reed and mud houses. Even so, both types of buildings crumbled easily in bad weather and had to be repaired often.

Brick Walls Lack of resources caused other problems for the people of Mesopotamia. The region was easy to invade because it was not surrounded by mountains or other natural barriers. As a result, people from other areas often came to steal from the Mesopotamians or conquer them. The Mesopotamians wanted to protect themselves.



■ Building of Mud and Reeds This style of building has been used in the region for at least 5,000 years and is still used today. How did the Mesopotamians use reeds as a building material?

However, they lacked the trees or stone needed to build strong defensive barriers. So they built brick walls around their towns and villages.

Around the bigger towns, the walls sometimes were as much as 25 feet thick. The walls had guard towers at regular intervals along their length. In addition, the walls often were surrounded by a wide open ditch or a water-filled moat. This provided a formidable defense against invading armies.

Trading for Resources Mesopotamians obtained stone, wood, copper, and tin through trade with people throughout Southwest Asia. They also traded for luxuries, such as gold, ivory, ebony, and precious stones. In exchange for these goods, the Mesopotamian merchants offered grain, dates, and other farm products. This was possible because the Mesopotamians grew a surplus of crops. **Surplus** means more than they needed for themselves.

Jobs such as trading, digging canals, building walls, and farming had to be done over and over. Community leaders began to organize groups of people to do the work at the right time. Section 2 explains more about the organization of Mesopotamian society.



ANALYZE EFFECTS Explain how the Mesopotamians overcame their lack of natural resources.



Section Assessment



ONLINE QUIZ
For test practice, go to
Interactive Review
@ ClassZone.com

Terms & Names

1. Explain the importance of

Mesopotamia silt drought floodplain arid

Use Your Reading Notes

2. Summarize Use your completed chart to answer the following question:

How did the Mesopotamians change the environment to deal with geographic challenges?

Geography of Mesopotamia

The rivers of Mesopotamia were important because . . .

Mesopotamians watered their crops by . . .

Because of a lack of resources, . . .

Key Ideas

- **3.** What did the Tigris and Euphrates rivers provide for ancient Mesopotamians?
- **4.** How did Mesopotamian farmers obtain the right amount of water for their crops?
- **5.** How did the lack of natural resources affect Mesopotamians?

Critical Thinking

- **6. Analyze Causes** How was irrigation connected to trade?
- **7. Draw Conclusions** How did Mesopotamians create a successful society?



Write Job Descriptions Create a job description for a worker in Mesopotamia. Some possible jobs include irrigation system planner, canal digger, wall builder, trader, and project scheduler. Form a small group, and share your job descriptions.

Section **9**

Reading for Understanding

Key Ideas

BEFORE, YOU LEARNED

The geography of Mesopotamia influenced where people settled and how they lived.

NOW YOU WILL LEARN

A complex way of life, called civilization, developed in Sumer, a region in southern Mesopotamia.

Vocabulary

TERMS & NAMES

civilization advanced form of culture that developed in cities

city-state political unit made up of a city and its surrounding lands

ziggurat (ZIHG•uh•RAT) temple built atop a series of increasingly smaller platforms polytheism belief in many gods and goddesses king highest-ranking leader of a group of people pictographs pictures or drawings that represent a word or an idea **cuneiform** (KYOO•nee•uh•FAWRM) first known writing system, which used wedge-shaped symbols

scribes people who specialized in writing and record keeping



Visual Vocabulary pictograph

Reading Strategy

Re-create the chart shown at right. As you read and respond to the **KEY QUESTIONS**, use the chart to record generalizations about various aspects of the civilization of Sumer.



See Skillbuilder Handbook, page R12.

MAKE GENERALIZATIONS

Civilization in Sumer	
Advanced cities	
Specialized workers	
Complex institutions	
Record keeping	
Advanced technology	



The First Civilizations

Connect to What You Know Cities today have a wide range of cultural options. Their residents enjoy sports, entertainment, museums, theaters, and restaurants. Cities also offer people the chance to gain a good education or a promising job. As you are about to read, even the earliest cities were places of opportunity and culture.

The Rise of Civilization

KEY QUESTION How did civilization develop in the region of Sumer?

As you recall, as people became better farmers, they settled in larger villages. Over time, these villages grew larger and larger. Eventually, some of them grew into cities.

City leaders had to start organizing workers to solve problems, such as building and cleaning irrigation canals. As a result, society and culture grew more complex. These changes led to an advanced form of culture called **civilization**. Most historians believe the first civilization rose about 3300 B.C. in Sumer, which was a region in southern Mesopotamia.



SUMMARIZE Explain how civilization developed in the region of Sumer.

▲ Votive Statues

Sumerian artists made these statues to worship the gods when people were busy doing other things. Notice how big their eyes are from gazing at the gods.

Ruins of Ur The ancient Sumerian city of Ur once stood on the banks of the Euphrates. The river has shifted over time. Now it is



COMPARING Traits of Civilization

Five traits characterize civilization: advanced cities, specialized workers, complex institutions, record keeping, and improved technology. As you read about new civilizations, compare their characteristics to this list.

Advanced Cities

Civilization is closely linked to life in cities. At first, cities became important because farmers needed a place to store and trade their surplus grain. As cities grew, they began to offer other advantages. For example, the cities of Sumer had large temples where people prayed.

Ancient city scene



Having a food surplus allows people to do work other than farming. Workers can specialize, or do a job that requires special skills. For example, some Sumerians made armor and weapons while others became priests or kings. When people specialize, the quality of their work improves because they can develop their skills.

Complex Institutions

In time, religion and government became institutions. An institution is a group of people who have a specific purpose. Often it exists to help society meet its needs. For example, schools are institutions that exist to educate children.

Ziggurat, or Mesopotamian temple

Record Keeping

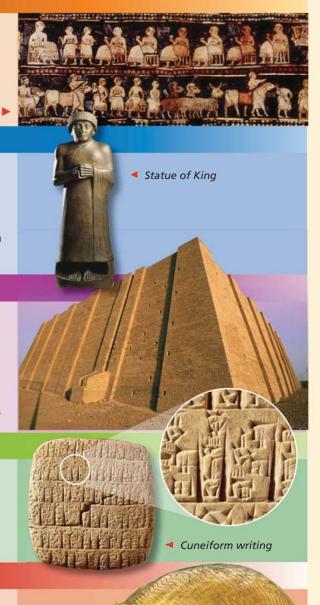
Societies must keep track of many things. For example, rulers may want to measure the food supplies stored in the city. Keeping records usually involves writing, but not always. Mesopotamia invented the world's first writing system.

Improved Technology

Societies advance as people develop technology, or learn better ways to do things. The people of Sumer created new tools and used new materials. For example, Sumerians began to make tools and weapons of bronze (a mixture of copper and tin) rather than copper, a softer metal.

CRITICAL THINKING

Draw Conclusions Refer to the traits above to show how Sumer was a good example of civilization.



Warrior's helmet

Sumerian City-States



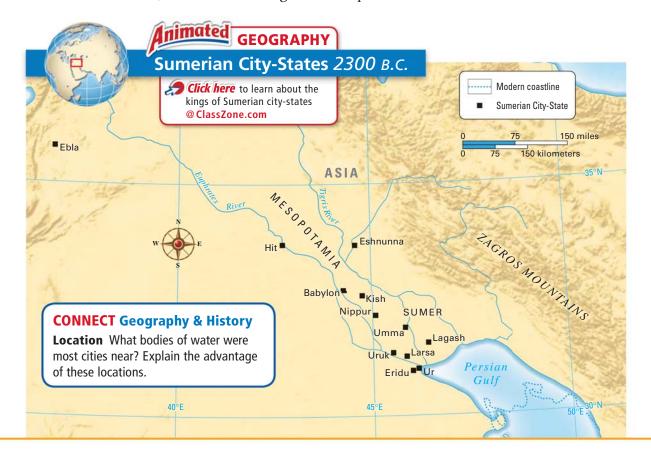
V KEY QUESTION What was life like in Sumerian city-states?

Sumerian cities were centers of trade, learning, and religion. Most people still lived in the countryside. Even so, over time the cities began to rule the surrounding lands and villages. A community that included a city and its surrounding lands was called a city-state.

By 3000 B.C., Sumer had at least 12 city-states. Some of the more famous ones were Babylon, Kish, Nippur, and Ur. As the map below shows, most of these city-states were located near the mouths of the Tigris and Euphrates rivers. The land was especially fertile there. As a result, farmers were able to grow more food. Food surpluses could support a larger population.

A Sumerian City The cities of Sumer grew gradually, so they did not look the way many U.S. cities look today. Instead of broad, straight streets that cross at right angles, Sumerian cities had narrow, winding streets. As you learned in Section 1, walls surrounded the city. Gates in the walls allowed people to come and go.

People built their houses of reeds and mud or brick. The walls were very thick to keep out the heat. A house consisted of a series of rooms arranged around a courtyard. This central courtyard was covered with a loose roof of palm leaves over wooden planks. Like the walls, the roof was designed to keep the house cool.



The Ziggurat: Center of the City The largest and most important structure in a Sumerian city was the ziggurat (ZIHG•uh•RAT). Ziggurats were first built about 2200 B.C.

The ziggurat stood at the center of a huge temple complex. The complex functioned as a sort of city hall. This was because the priests ran the irrigation system and other important aspects of city life. People came to the temple complex to pay the priests for their services with grain and other items. As a result, the priests managed the storage of surplus grain and controlled much of the city-state's wealth.

Priests Become Leaders As you just read, priests played an important political role in Sumer. The Sumerians also went to them to ask the gods for help. The priests advised the people on how to act to please the gods.

The Sumerians believed in many gods and goddesses, a belief called **polytheism**. According to Sumerian religion, four main gods created and ruled over the world: the gods of the sky, wind, hills, and fresh water. Each city-state worshiped its own main god. In addition, the Sumerians had thousands of lesser gods and goddesses. The Sumerians believed their gods could prevent bad things from happening. So to protect themselves and their cities, the Sumerians tried to please the gods. Each god had many priests. The priests worked to satisfy the gods and claimed to have influence with them. Because of this claim, people accepted the priests as leaders.

New Leaders in Sumer Around 3000 B.C., as city-states became richer, other groups of people began to attack them to take their wealth. Some attackers came from far-off lands. Others came from rival city-states. In such dangerous times, the people of the city-state often asked a powerful man to rule them and protect the city. At first, such leaders led the city-states only during wars. Eventually, they took control of the cities full-time. These new leaders took over some of the priests' jobs. They maintained the canals, managed the surplus grain, and acted as judges.

In time, this new type of ruler became a king, who is the highest-ranking leader of a group of people. The area a king ruled was called a kingdom. Sumer became a kingdom under one king by 2375 B.C.

The priests still remained important because their job was to please the gods and keep evil away. The people believed that the gods let the kings rule.



SUMMARIZE Describe what life was like in Sumerian city-states.

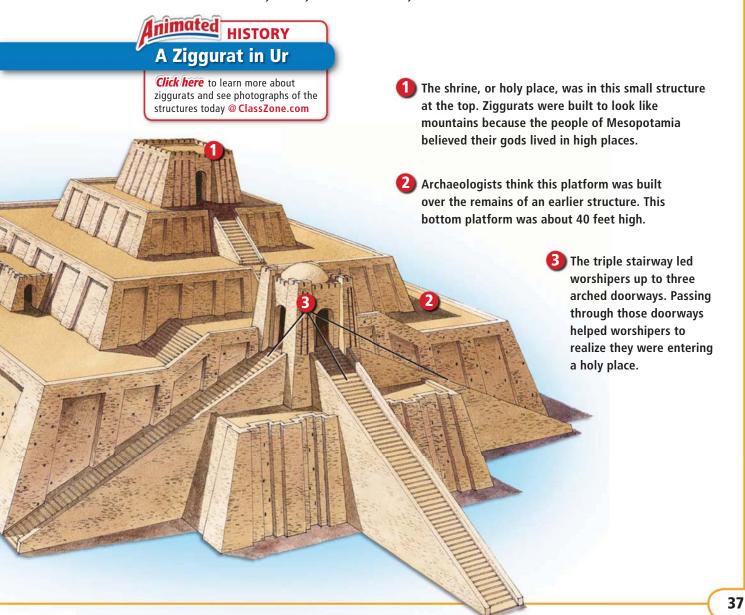
Sumerian Society

V KEY QUESTION What social classes made up Sumerian society?

As Sumerian society grew more complex, it divided into several social groups, or classes. Class systems often define who usually has power and who usually does the less desirable jobs.

Social Classes The king and the priests were at the top of the upper classes of Sumer. The Sumerians believed their kings and priests had a link to the gods, so they had great influence over people. The upper class also included landowners, government officials, and rich merchants.

The middle classes included all other free people. Most Sumerians were in this group, including farmers and artisans. Slaves made up the lowest class, but they had some rights. Slaves could conduct business and borrow money. They could also buy their freedom.



Role of Women All of the social classes included women, so their social positions varied widely. In general, women in early Sumer had more rights than they did in later Mesopotamia.

Some upper-class women became priestesses, which was a role of honor. Free women could own land, and they could work as merchants and artisans, such as weavers. Still, the main role for most women was raising their children.



CATEGORIZE Identify the classes that made up the Sumerian social system.

Sumerian Scientific Developments



KEY QUESTION What scientific developments did the Sumerians make?

Sumerians were good at solving problems. They invented tools and developed special knowledge to improve their lives. They were first to invent some of the things we use daily.

Early Inventions Historians believe that the Sumerians may have invented the plow sometime around 6000 B.C. and the wheel around 3500 B.C. These inventions helped the Sumerians a great deal in their everyday lives.

The plow was the first important tool invented to help farmers. The first plows were often simple digging sticks with handles. They could be pulled or pushed, first by people, then by animals. Plows broke up hard soil, which made planting easier. The Sumerians used the wheel in many ways, such as on wagons to transport goods. One special kind of wheel was the potter's wheel. This enabled Sumerians to make better quality pottery faster. Pots were important storage containers for surplus food. They also were an item that Sumerians could trade.

Mathematics The Sumerians developed arithmetic to keep records of crops and trade goods. Their number system was based on 60. So today, we have 60 seconds in a minute and 60 minutes in an hour. Circles contain 360 degrees. Eventually, the measurement of time helped with the creation of calendars.

▲ Wheel Early wheels were usually made from wood with tires made of leather. Why was the wheel such a useful invention?

A Written Language By 3000 B.C., the Sumerians had invented writing to meet business needs. As trade expanded, merchants needed records of exchanges. They also wanted to label goods. So, they marked the outside of containers with a symbol of the product inside. Such symbols are known as **pictographs**, which means "picture writing." In time, the Sumerians began drawing the pictographs on clay tablets.

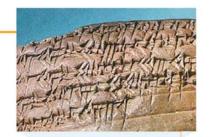
At first, pictographs showed actual objects. Later, they also stood for ideas and sounds. By combining sounds, they could write more words. Over time, the Sumerians stopped using pictures and began to use wedge-shaped symbols. This wedge-shaped writing is called **cuneiform** (KYOO•nee•uh•FAWRM).

The writing system was very complex and contained about 600 different symbols. Learning all those symbols took years. As a result, few people were able to read and write. The people who specialized in writing were called scribes. They were professional record keepers. Other people in Sumerian society respected them highly.

Initially, the Sumerians used writing for business purposes. Later, they started writing about wars, floods, and the reigns of kings. These records are Sumer's written history.



SUMMARIZE Identify important scientific developments made by the Sumerians.





a sharpened reed, called a stylus, to write. Because of its shape, the stylus made wedge-like marks.

ONLINE QUIZ

For test practice, go to Interactive Review @ ClassZone.com

2

Section Assessment

Terms & Names

1. Explain the importance of

civilization ziggurat pictographs city-state polytheism cuneiform

Use Your Reading Notes

2. Make Generalizations Use your completed chart to answer the following question:

What is the relationship between specialized workers and complex institutions? State your answer as a generalization.

Civilization in Sumer		
Advanced cities	1	
Specialized workers		
Complex institutions		
Record keeping		
Advanced technology		

Key Ideas

- **3.** Why are food surpluses necessary for civilization to develop?
- **4.** What did the Sumerians think their gods were like?
- **5.** Why was the plow such an important tool for farmers?

Critical Thinking

- **6. Draw Conclusions** Why do historians identify the beginnings of history with the beginning of writing?
- 7. CONNECT to Today How does the role of Sumerian priests compare to the role of clergy today?



Internet Activity Choose one of the Sumerian inventions and use the Internet to research it. Then give a presentation on its importance. Include visuals with captions in your presentation. **INTERNET KEYWORDS** *plow, wheel, cuneiform*

Mesopotamian Inventions

The ancient Mesopotamians are a good example of people who solved problems—and changed history by doing so. They invented technology that helped to grow crops and to create pottery more efficiently. Ever since, people all over the world have used those inventions. But don't think that ancient Mesopotamians were so serious that they thought only of inventions that would help them in their work. They also thought about play and invented some ways to have fun!



Board Game

▼ Past This game comes from a tomb at Ur. Scholars think the goal was to move your pieces from one end to the other while an opponent blocked the narrow bridge.

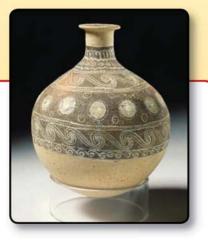
▶ **Present** Checkers is a board game that many people still enjoy. The object is to capture all of your opponent's pieces.





Pottery

- ▶ Past It is possible to create pottery entirely by hand, but the potter's wheel provides several advantages. Artisans can make pots with more even, streamlined shapes. And the process is much faster, so artisans can produce more pots than before.
- ▼ **Present** If you go to any craft fair, you can still find pottery that artisans make on a simple potter's wheel. Many people create pottery as a way to express their artistic side.



John Miles

- TALK ABOUT IT Which of these inventions has had the greatest effect on your life? Explain.
- 2. WRITE ABOUT IT Create instructions for the ancient board game shown above. Write them out, using a numbered, step-by-step format.

Section 3

Reading for Understanding

Key Ideas

BEFORE, YOU LEARNED

A complex way of life, called civilization, developed in Sumer, a region in southern Mesopotamia.

NOW YOU WILL LEARN

Successive empires rose and fell in Mesopotamia and the lands to the east.

Vocabulary

TERMS & NAMES

empire many different lands and peoples brought under the control of one ruler

Fertile Crescent region stretching from the Persian Gulf northwest up the Tigris and Euphrates rivers and west over to the Mediterranean Sea

code of law written rules for people to obey **justice** fair treatment of all the people, based on the law

tribute payment made in return for protection **exile** forced removal from one's homeland, often to lands far away

toleration practice of allowing people to keep their traditions and beliefs

provinces governmental divisions like states **satraps** (SAY•TRAPS) governors of provinces in the Persian Empire

Royal Road road used for government purposes in ancient times

BACKGROUND VOCABULARY

emperor ruler of an empire
governor person chosen to rule over a territory
policy course of action chosen by a government
minted coins coins that are issued by the
government and are official money

Reading Strategy

Re-create the chart shown at right. As you read and respond to the **KEY QUESTIONS**, use the chart to identify the issues and problems that faced the various empires that developed in Southwest Asia.



See Skillbuilder Handbook, page R9.

IDENTIFY PROBLEMS

Issues and Problems Faced by the Empires of Southwest Asia
Akkadians
Babylonians
Assyrians
Chaldeans
Persians



Empires of the Fertile Crescent

Connect to What You Know How big is the state where you live? What kinds of activities take place in the state capital? Most of the Mesopotamian city-states were smaller than the state you live in. Yet, the city-states were centers of culture and power.

The First Empire Builders

V KEY QUESTION Which early empires ruled the Fertile Crescent?

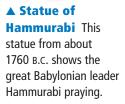
From about 3000 to 2000 B.C., ambitious kings of the city-states of Sumer fought over land. The land was flat and easy to invade. More land would give more wealth and power to the king. During this time, however, no single king was able to control all of Mesopotamia.

The Akkadian Empire Around 2371 B.C., a powerful leader named Sargon of Akkad took control of the whole region. Sargon is known as the creator of the first empire in world history. An **empire** brings together many different lands and peoples under the control of one ruler. The person who rules is called an **emperor**. Sargon's empire was called the Akkadian Empire.

Eventually, Sargon ruled over lands that stretched in a curve from the Persian Gulf through Mesopotamia to the Mediterranean Sea. This region is called the **Fertile Crescent**. (See map on page 25.) The Fertile Crescent had rich soil and water that made the area good for farming.

The creation of an empire is a pattern that repeats throughout history. Empires are important because they change the way people live. They may bring peace to the peoples there. They encourage trade, which makes more goods available. Empires often include people from several cultures. The ideas, technology, and customs of the different peoples may be shared by all.

Bust of Sargon Sargon's name means "the rightful king." **Why is Sargon an important historical figure?** ▶





Primary Source

Background Hammurabi's Code is sometimes called the "eye for an eye" code. It included 282 laws covering business, property, and conduct toward other people. The laws help us understand what was important to the people in Hammurabi's empire.

This scene is from the upper section of a pillar with the law code of Hammurabi written on it. The laws were written on the lower section so that people could see them.

◄) *from* Code of Hammurabi

Translated by L. W. King

- 195. If a son strike his father, his hands shall be hewn [cut off].
- 196. If a man put out the eye of another man, his eye shall be put out.
- 197. If a man break another man's bone, his bone shall be broken.
- 202. If any one strike the body of a man higher in rank than he, he shall receive sixty blows with an ox-whip in public.
- 204. If a freed man strike the body of another freed man, he shall pay ten shekels in money.
- 205. If the slave of a freed man strike the body of a freed man, his ear shall be cut off.

DOCUMENT-BASED QUESTION

What do the laws tell you about justice at the time?

The Babylonian Empire and Hammurabi The Akkadian Empire lasted for about 200 years. It fell apart largely because of attacks by outside peoples. Around 2000 B.C., people known as Amorites invaded and took control of the city-states of Sumer. They chose the city of Babylon on the Euphratres River as their capital.

From 1792 to 1750 B.C., a powerful king named Hammurabi (HAM•uh•RAH•bee) ruled the Babylonian Empire. He believed that a **code of law** would help him control all his lands. A code of law is a set of written laws for people to obey. Hammurabi reviewed all the existing laws in the empire. From these he drew up a single code of law that was displayed on a huge pillar in Babylon.

The code's goal was to bring **justice**, or fair treatment of people, to everyone in the empire. It identified acts of wrongdoing and their punishments. Hammurabi's Code established the idea that society should be run by the rule of law. This means that the law should apply to all the people, not just a few. By displaying the code, Hammurabi also established the idea that people have a right to know the laws and the punishments for breaking them.



SUMMARIZE Identify the early empires that ruled the Fertile Crescent.

Assyrians and Chaldeans



KEY QUESTION How were the Assyrians and the Chaldeans able to build empires?

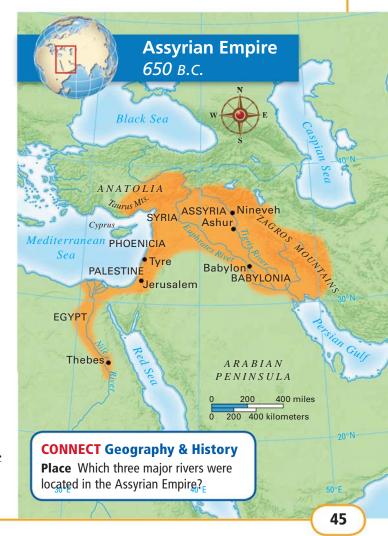
The Babylonian Empire fell around 1500 **B.C.** About 200 years later, another empire—Assyria—arose to control the Fertile Crescent. Assyria was located in northern Mesopotamia, an area of rolling hills. To protect their lands, the rulers built a powerful army and set out to control the neighboring lands.

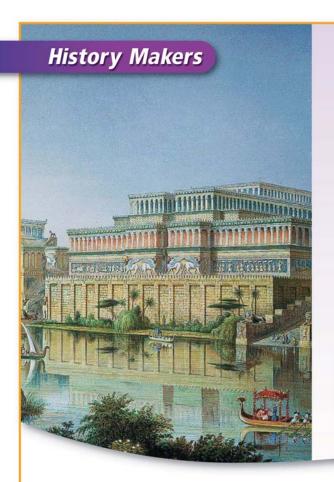
A Powerful Empire Assyrian soldiers used the latest inventions for war. They carried iron swords and iron-tipped spears. Few of their enemies had iron weapons. The Assyrians attacked city walls with battering rams. They used ladders to scale the walls of cities. They even dug tunnels under city walls to get soldiers inside.

Over time, the Assyrians conquered many lands. They added Syria, Babylonia, Egypt, Phoenicia, and Palestine to the empire. Assyria reached its peak of power under Ashurbanipal (AHSH•ur•BAHN•ee•PAHL) from 668 to 627 B.C. From his capital of Nineveh, he ruled almost all of the Fertile Crescent.

The Assyrians governed the lands they conquered by choosing a **governor** from that land to rule under their direction. Each governor had to send **tribute** to the Assyrian emperor. This meant that the governor had to pay for protection given by the Assyrian army. If any governor failed to pay tribute, the army destroyed cities in his land. People of the land usually were forced into **exile**, or driven out of their homelands, often to faraway places.

Assyria Crumbles In 609 B.C., the Assyrian Empire fell. Two of its enemies, the Medes (meedz) and the Chaldeans (kal•DEE•uhnz), joined forces to defeat the Assyrians. These forces completely destroyed Nineveh by burning it to the ground. For centuries afterward, only mounds of earth marked the location of the once great capital.





Ashurbanipal (c. 668–627 B.C.)

Assyrian ruler Ashurbanipal sent people to find and bring back copies of writings from throughout the empire. His collection contained over 20,000 cuneiform tablets on subjects such as science, geography, medicine, and religion.

Ashurbanipal set up a huge library in the capital at Nineveh. (An artist's impression of the library in Nineveh is shown at the left.) The library organized the collected texts by subject, like books in a modern library. However, Nineveh's enemies leveled the library. When archaeologists dug up the library's ruins, they found many tablets. These tablets became the main source of information about ancient Mesopotamia.

CRITICAL THINKING

Make Inferences Why do you think Ashurbanipal wanted to collect writings from throughout the empire and store them at his library?

A New Babylonian Empire In time, Assyria's neighbors, the Chaldeans, ruled much of the former Assyrian empire. The city of Babylon became the capital of the Chaldeans' new empire. Recall that Babylon was the capital of the first Babylonian empire. Sometimes the Chaldeans are called the New Babylonians.

The Chaldean Empire reached its peak under Nebuchadnezzar II (NEHB•uh•kuhd•NEHZ•uhr), who ruled from 605 to 562 B.C. He rebuilt the city of Babylon. To please his wife, Nebuchadnezzar added an artificial mountain covered with trees and plants. It was called the Hanging Gardens of Babylon. The gardens were constructed in such a way that they appeared to float over the ground. They became one of the seven wonders of the ancient world.

Seven Wonders of the Ancient World

Temple of Artemis at Ephesus (present-day Turkey)

Hanging Gardens of Babylon (present-day Iraq)

Colossus of Rhodes (present-day Greece)

Mausoleum at Halicarnassus (present-day Turkey)

Lighthouse at Alexandria (present-day Egypt)

Pyramids at Giza (present-day Egypt)*

Statue of Zeus at Olympia (present-day Greece)

* still standing

Like the Assyrians, the Chaldeans were cruel rulers. In 587 B.C., for example, Nebuchadnezzar seized Jerusalem, the capital city of the Hebrews. Later, the Chaldeans destroyed the Hebrews' sacred temple in Jerusalem. They also held thousands of Hebrews captive in Babylon for about 50 years. (You will learn about the Hebrews in Chapter 3.)

Weak rulers followed Nebuchadnezzar II. One ruler upset some Chaldeans by trying to replace their main god, Marduk. The followers of Marduk may have helped Cyrus of Persia conquer Babylon.



ANALYZE EFFECTS Explain how the Assyrians and the Chaldeans were able to build empires.

Persia Controls Southwest Asia



V KEY QUESTION How did the reigns of Cyrus and Darius compare?

To the east of the Fertile Crescent was the land of the Medes, which was called Media. The Medes controlled lands where the Persians lived. This region was bounded by mountain ranges. These three ranges are the Zagros, the Caucasus (KAW•kuh•suhs), and the Hindu Kush. Modern-day Iran lies in this area.

The Persians, who were nomads from the plains of Central Asia, arrived in Media around 1000 B.C. They created many tiny kingdoms that thrived through trade. These kingdoms grew in power and began to threaten the Medes' control of the land.

Cyrus Founds the Persian Empire The Medes ruled Persia until a brilliant, powerful Persian king named Cyrus (SY•ruhs) took control. He was known as Cyrus the Great. Cyrus had a vision of conquering the lands around Persia and uniting these lands as one large empire. He set out to accomplish his goal. First, Cyrus conquered Anatolia to the west. Then, between 550 and 539 B.C., he conquered the lands that had once been controlled by the Assyrians and the Chaldeans. His empire was immense.

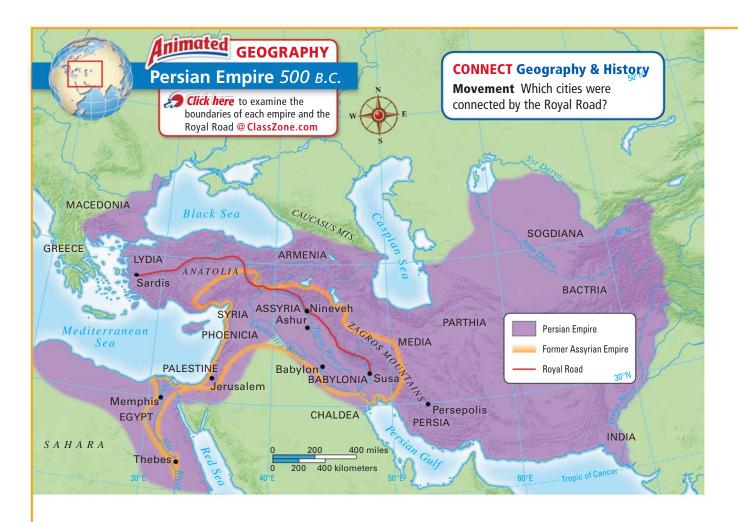
Cyrus needed ways to control lands filled with many different peoples. Unlike the Assyrians, who ruled through cruelty, Cyrus set up a policy, or government action, of **toleration**. This meant allowing people to keep their customs and beliefs. Cyrus allowed the conquered peoples to continue to worship their own gods, speak their own languages, and practice their own ways of life. However, they did have to pay tribute.

Cyrus's policy of toleration made governing the empire much easier. There were fewer revolts, and the people lived in peace.

Drinking Vessel A winged lion decorates a gold drinking vessel. Winged lions symbolizing speed and power were

associated with Persia.





Darius Expands the Empire Cyrus built a stable empire of many peoples through his policy of toleration. Cyrus's successor, Cambyses (kam•BY•seez), expanded the empire but he ruled through harsh means. When he died, rebellions broke out across the empire. Then a strong leader named Darius (duh•RY•uhs) came to power.

Darius spent the first years of his reign dealing with rebellious peoples. After he put down the revolts, he moved to extend the boundaries of his empire. Over time, he conquered lands as far east as India. Under his rule, the Persian Empire grew to measure some 2,800 miles from east to west. (The distance from New York City to Los Angeles is about 2,500 miles.)

The empire was so large that Darius added new policies to those set up by Cyrus. Darius divided the empire into 20 **provinces**. Each province, which was an area of land like a state, had a local government. Darius set up governors called **satraps** (SAY•TRAPS) to carry out his orders in the provinces and to collect taxes. He appointed a military commander for each satrap. He also sent out spies called "king's eyes and ears" to be sure his satraps followed orders. These policies allowed him to have greater control over all the lands in the empire.

The policy of provinces ruled by satraps was only one way that Darius united the empire. He also built a **Royal Road**, or road for government purposes. The Royal Road was 1,775 miles long. The eastern end of the road was in Susa in Babylonia, and the western end was in Sardis in Anatolia. Royal messages were sent along the road by a relay of messengers. Military troops and mail also moved along it from all parts of the empire.

Darius took other steps to unite the empire. He set up a code of law based on Hammurabi's model. From the Lydians, a conquered people, he took the idea of **minted coins**. These coins, issued by the government as official money, promoted business and made it easy to pay taxes.

Darius planned a march against Egyptian rebels in 486 B.C., but he died that year. His son Xerxes (ZUHRK•seez) had to deal with Egypt. You will read about Egypt in Chapter 4. Xerxes would also have to deal with the Greeks. You will read about them in Chapter 7.



COMPARE Compare the policies that Cyrus and Darius adopted during their reigns.



▲ Ruins at Persepolis

Winged and bearded bull-like figures guard the Gate of All Nations in the Persian capital, Persepolis.

Section Assessment



ONLINE QUIZ For test practice, go to Interactive Review

Terms & Names

1. Explain the importance of

iustice empire toleration code of law tribute satrap

Use Your Reading Notes

2. Identify Problems Use your completed chart to answer the following question:

What common problems did the empires of Southwest Asia face?

	blems Faced by Southwest Asia
Akkadians	
Babylonians	
Assyrians	
Chaldeans	
Persians	

Key Ideas

- **3.** Which empires gained control of the Fertile Crescent?
- **4.** How did the Assyrians and the Chaldeans maintain control of their lands?
- **5.** In what ways did the Royal Road and minted coins help Darius unite the Persian Empire?

Critical Thinking

- **6. Draw Conclusions** Why is the development of Hammurabi's Code an important landmark in the growth of civilization?
- **7. Contrast** How did the policies of Cyrus and Darius contrast with those of the Assyrians?



Make a Map Use the map on pages A24–A25 of the Atlas to sketch a world outline map. Use the maps on pages 45 and 48 to mark the extent of the Assyrian and Persian empires.

Chapter 2 Assessment

Interactive (Review



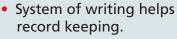
Material States for quizzes, flipcards, crosswords, review notes, and activities @ ClassZone.com

Early Empires

Government

- First empire is created.
- Code of law is developed.
- Empire is divided into smaller units for easier rule.
- Policies of toleration are used to control captured peoples.

Culture





- Ashurbanipal collects writings and builds a library.
- Nebuchadnezzar builds Hanging Gardens.

Economics

- Tribute is used to support the empire.
- Minted coins help business and the government.
- Royal Road links the Persian Empire.

Qing Dynasty (1644–1911)

- Tried to restrict foreign influence
- Ruled as China's last dynasty

VOCABULARY

Explain why the words in each set below are linked with each other.

- 1. floodplain and silt
- 2. ziggurat and polytheism
- 3. province, satrap, and Royal Road

KEY IDEAS

The Geography of Ancient Mesopotamia (pages 26-31)

- 4. How did the flooding of the Tigris and Euphrates rivers both help and hurt farmers?
- **5.** Why was irrigation so important to Mesopotamian farmers?
- **6.** How did the Mesopotamians overcome their lack of resources?

The First Civilizations (pages 32–41)

- 7. What are the five traits of civilization?
- **8.** What role did the temple play in Sumerian society?
- **9.** What roles did women and slaves play in Sumerian society?

Empires of the Fertile Crescent (pages 42–49)

- **10.** Why were the Assyrians able to build such a large empire?
- **11.** Why was Hammurabi's Code a step toward better government?
- **12.** What policies did Cyrus and Darius use to keep the Persian Empire under control?

CRITICAL THINKING

- 13. Analyze Effects How did inventions support farming in Sumer?
- **14. Make Inferences** How does a uniform code of law improve a leader's ability to rule effectively?
- 15. Compare and Contrast How successful were the policies of Assyria as compared with those of Persia?

- 1. Writing Activity Review the text under the heading "New Leaders in Sumer" on page 36. Decide whether you think kings or priests made better leaders in ancient Sumer. Then write one or two persuasive paragraphs trying to convince readers to adopt your position.
- 2. Interdisciplinary Activity—Science and Technology Use printed sources or the Internet to research ancient warfare equipment that the Assyrians invented. Create a poster to illustrate your findings.



ONLINE ACTIVITY

Click here to create a multimedia presentation about Mesopotamian or Persian artifacts discovered by archaeologists @ ClassZone.com



How did geography influence the development of civilization in Southwest Asia?

Written Response Write a two- or three-paragraph response to the Essential Question. Consider the key ideas of each section and specific details about the empires discussed in this chapter. Use the rubric to guide your thinking.

RESPONSE RUBRIC

A strong response will

- outline the geographic features of Southwest Asia
- note the impact that geography had on the rise and fall of empires in Southwest Asia

Standards-Based Assessment



- Online Test Practice @ ClassZone.com
- Test-Taking Strategies and Practice at the front of this book

Interpret Charts Use the table below to answer the questions.

Size and Population of Ancient Empires				
Empire	Empire Size (in Square Miles)	Major City	City Size (Approximate Population)	
Akkadia	2,509,664	Agade	35,000	
Assyria	3,602,333	Nineveh	120,000	
Babylonia	640,930	Babylon	60,000	
Sumer	386,102	Ur	65,000	

Source: Institute for Research on World Systems

1. Which of the following statements about empire land size is correct?

- A. Assyria's land size is much smaller than Babylonia's land size.
- **B.** Assyria's land size is much larger than Sumer's land size.
- C. Sumer's land size and Babylonia's land size are about the same.
- **D.** All of the empires are about the same size.

2. Based on the population size of the major cities, which statement is correct?

- A. Agade and Nineveh were the largest cities.
- **B.** Babylon and Nineveh were similar in size.
- **C.** Babylon and Ur were similar in size.
- **D.** Nineveh was ten times larger than any other city.

Chapter

The Hebrew Kingdoms



Essential Question

How did the Hebrews defend themselves and maintain their beliefs?

CONNECT Q Geography & History

Use the map and the time line to answer the following questions.

- 1. What empire controlled Jerusalem when Solomon's Temple was destroyed?
- 2. Ur was located southeast of Babylon. Along what river did Abraham travel on his way to Canaan?

AFRICA

Assyrian Empire, 650 B.C.

Babylonian Empire, 600 B.C.

SOUTHWEST ASIA

1800 B.C.

1800 в.с.

Abraham and his family leave Ur on their way to Canaan. (Russian icon showing Abraham and Sara)



c. 1250 B.C. Moses leads Hebrews out of Egypt.

1500 в.с.

1200 в.с.

WORLD

1200 B.C.

Olmec civilization emerges in southeast Mexico. (Olmec jade head) ▶





Section 1

Reading for Understanding

Key Ideas

BEFORE, YOU LEARNED

The ancient Babylonians, Assyrians, and Persians built mighty empires in Mesopotamia and the Fertile Crescent.

NOW YOU WILL LEARN

Land in the Fertile Crescent became the home of the Hebrews, who believed it had been promised to them by God.

Vocabulary

TERMS & NAMES

Abraham shepherd who became the father of the Hebrew people

monotheism belief in one God

Judaism monotheistic religion of the Jews, based on the writings of the Hebrew Bible

Moses according to the Hebrew Bible, the prophet who led the Israelites from Egypt

Exodus migration of the Israelites from Egypt

Ten Commandments basis of the law of the Israelites; according to the Torah, given by God to Moses

BACKGROUND VOCABULARY

Torah first five books of the Hebrew Bible: Genesis, Exodus, Leviticus, Numbers, Deuteronomy

covenant (KUHV•uh•nuhnt) binding agreement **Western civilization** culture of Europe and
North America

Reading Strategy

Re-create the chart shown at right. As you read and respond to the **KEY QUESTIONS**, use the chart to record the results, or effects, of the causes shown.



See Skillbuilder Handbook, page R7.

ANALYZE CAUSES AND EFFECTS

Causes	Effects
Abraham leaves Ur.	
Moses leads people out of Egypt.	
Moses climbs Mount Sinai.	



The Origins of the Hebrews

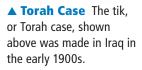
Connect to What You Know As you recall, the area known as the Fertile Crescent had rich soil and water that made it good for farming. Sometime before 1800 B.C., a group of people called the Hebrews moved into the region. The land provided plentiful pasture for their herds of goats and sheep.

The Hebrew People in Canaan

KEY QUESTION What is the central belief of the Hebrews?

The first five books of the Hebrew Bible are called the **Torah**. The Hebrews believed that these holy books, or scriptures, were given to them by God. The Torah gives the early history, laws, and beliefs of the Hebrews. It consists of Genesis, Exodus, Leviticus, Numbers, and Deuteronomy. Later, there were Commentaries, or interpretations, written about the Torah.

From Ur to Canaan In the Torah, God chose a shepherd named Abraham to be the father of the Hebrew people. Abraham lived in Ur, a city in Mesopotamia. According to the Book of Genesis, God commanded Abraham to leave Ur and go to Canaan (KAY•nuhn). Abraham believed that if he went to this land, Canaan would belong to his descendants because it was promised to them by God. Because of this, the Hebrews thought of Canaan as the Promised Land. So, around 1800 B.C, Abraham, his family, and their herds made their way to Canaan.



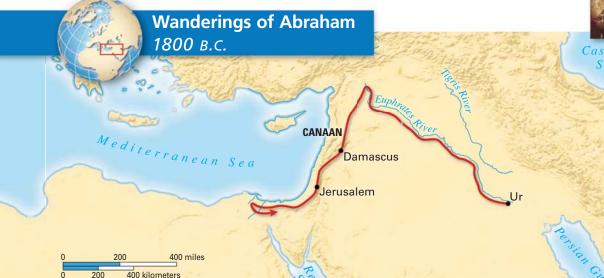
Abraham and Family This painting shows Abraham and his family

Abraham and his family during their journey to Canaan. ▼



55

Caspian Sea



COMPARING Early Religions

	Number of Gods	Important Book	Clergy	Basic Beliefs
Judaism	Monotheistic— only one God	Hebrew Bible, including the Torah	Rabbis	There is only one God.God holds people accountable for their behavior.
Religion of Ancient Sumer		Epic of Gilgamesh	Priests and priestesses	 People were the gods' servants, so they tried to satisfy the gods. Sumerians expected little help from the gods.
	Polytheistic—many gods, including Osiris, the god of the dead	Book of the Dead	Priests	 Pharaohs, Egypt's kings, were gods. In the afterlife, a life that continued after death, the gods would judge people's deeds.

CRITICAL THINKING

Compare and Contrast How was the relationship between the Egyptians and their gods similar to the one between the Hebrews and their God?

Judaism and Monotheism Throughout the ancient world, most people were polytheists (*poly* means "many" and *theos* means "god"). This means that they worshiped many gods. The Hebrews, on the other hand, believed that a single, all-powerful God spoke to Abraham and gave him important teachings. Belief in one God is called **monotheism** (*mono* means "one"). **Judaism** today is descended from the religion of the ancient Hebrews. The name comes from the tribe of Judah, one of the 12 tribes descended from Abraham.

The Torah states that the Hebrews kept their belief in God during troubled times. They believed that a **covenant** (KUHV•uh•nuhnt), or binding agreement, existed between God and Abraham and his descendants. Abraham promised to obey God. In return, God would protect Abraham and his descendants and give them a homeland.



SUMMARIZE Identify the central belief of the Hebrews.

Canaan to Egypt and Back



KEY QUESTION What made the Hebrews believe that God reaffirmed his covenant with them?

Over time, the Hebrews in Canaan took a new name—the Israelites. Their name came from Abraham's grandson Jacob. According to the Torah, he was also called *Israel*. Jacob had 12 sons. Ten of these sons and two grandsons were the fathers of the 12 tribes of Israel.

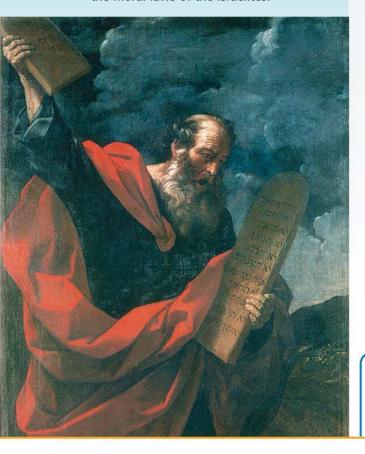
Moses Leads the Israelites The Torah tells of a terrible famine in Canaan. The starving Israelites went to Egypt, where Jacob's son Joseph served as top adviser to Egypt's pharaoh.

At first, the Israelites were given places of honor in Egypt. In time, however, a new pharaoh came to power. He enslaved the Israelites and forced them to work on his building projects. The Torah tells how God commanded **Moses** to lead the Israelites out of Egypt. The migration of the Israelites from Egypt is known as the **Exodus**.

After leaving Egypt, the Israelites wandered in the Sinai Desert for 40 years. According to the Torah, Moses climbed up Mount Sinai, where God spoke to him. Moses came down the mountain with two stone tablets on which God had written the **Ten Commandments**. These commandments became the basis for the laws of the Israelites. They later became an important part of the moral and ethical traditions of **Western civilization**, the culture of Europe and North America.

Primary Source

Background According to the Torah, the Ten Commandments are the ten laws given by God to Moses on Mount Sinai. These orders serve as the basis for the moral laws of the Israelites.



◄)) The Ten Commandments*

- 1. I am the Lord your God who brought you out of the land of Egypt, the house of bondage: You shall have no other gods besides Me.
- 2. You shall not make for yourself a sculptured image. . . .
- 3. You shall not swear falsely by the name of the Lord your God. . . .
- 4. Remember the Sabbath day and keep it holy. . . .
- 5. Honor your father and your mother. . . .
- 6. You shall not murder.
- 7. You shall not commit adultery.
- 8. You shall not steal.
- 9. You shall not bear false witness against your neighbor.
- 10. You shall not covet [desire] . . . anything that is your neighbor's.

Exodus 20:2-14

- * Christians word the commandments in ways slightly different from this Jewish version.
- Moses with tablets of Ten Commandments

DOCUMENT-BASED QUESTION

What do the last six commandments have in common, and how do they differ from the first four?

An Agreement Confirmed The Israelites believed that the giving of the commandments reaffirmed their covenant with God. They thought that God would protect them. The people, in turn, would obey his commandments. They believed that God had set down moral laws for all humanity through his commandments.



EVALUATE Explain what made the Hebrews believe that God reaffirmed his covenant with them.

Return to the Promised Land



V KEY QUESTION What role did the judges play in ancient Israel?

Moses picked Joshua to lead the Israelites back into Canaan. By the time they returned, many years had passed. Other groups lived there and were subject to powerful rulers who lived in walled cities.

The 12 Tribes of Israel As you have learned, the Israelites returning to Canaan were organized into 12 tribes. The men of these tribes became Joshua's troops. They formed a fighting force united by their goal of reclaiming the land from the cities' rulers. The first city to fall was Jericho. However, rulers throughout Canaan continued to fight back. It took about 200 years for the Israelites to win back Canaan.

Once the fighting ended, the Israelite soldiers became farmers and herders. The 12 tribes divided the land among themselves. Some received land in the mountains. Others settled on the plains. Tribes that lived near each other formed close ties, because they shared beliefs, problems, and enemies.



◆The 12 Tribes of Israel Symbols represent the 12 tribes in this stained glass window. For instance, the lion symbolizes Judah, and the wolf symbolizes Benjamin. What was the origin of the 12 tribes of Israel?

Judges Lead the Israelites During the 200 years of war, no single powerful leader led the Israelites. Instead, they sought advice from many different leaders called judges, highly respected members of the community.

The first judges acted as military leaders. Later judges gave advice on legal matters and helped settle conflicts. Judges such as Gideon, Samson, and Samuel gained fame throughout Canaan for their strength and wisdom. Deborah was one of the most famous judges. Her leadership was unusual for a Hebrew woman. In general,

a Hebrew woman's most important duty was considered to be raising her children and providing moral leadership for them. Nonetheless, Deborah inspired a small force of fighters to victory against a large Canaanite force near Mount Tabor.



▲ Judges This engraving portrays
Deborah, the only woman to be a judge of Israel.

The judges played a key role in keeping the 12 tribes united. When the Israelites lacked a strong judge as a leader, some tribes turned away from traditional religion. The judges spoke out against these practices. As you will learn in Section 2, they also helped select new, strong leaders who would further unite the Israelites.



FIND MAIN IDEAS Discuss the role that the judges played in ancient Israel.

1

Section Assessment



Terms & Names

1. Explain the importance of

Abraham Judaism Exodus monotheism Moses Ten Commandments

Use Your Reading Notes

2. Analyze Causes and Effects Use your completed chart to answer the following question: What was one effect of each of the following causes shown in the chart?

Causes	Effects
Abraham leaves Ur.	
Moses leads people out of Egypt.	
Moses climbs Mount Sinai.	

Key Ideas

- **3.** What religious beliefs made the Hebrews different from other ancient peoples?
- **4.** What part did Moses play in the Exodus from Egypt?
- **5.** Why did the return of the Israelites to Canaan cause conflicts with the rulers there?

Critical Thinking

- 6. Summarize What covenant with God did the Israelites believe was reaffirmed by the Ten Commandments?
- **7. Draw Conclusions** How did the belief in a Promised Land affect the Israelites' actions in Egypt and Canaan?



Create a Map Trace the map that shows the route of Abraham and his family out of Ur on page 55. Add to the map the geographic challenges they faced.

Section **9**

Reading for Understanding

Key Ideas

BEFORE, YOU LEARNED

The Israelites settled in Canaan, which they believed was land that had been promised to them by God.

NOW YOU WILL LEARN

The Israelites formed two separate kingdoms, Israel and Judah, which were conquered first by the Assyrians and then by the Babylonians.

Vocabulary

TERMS & NAMES

David king of the Israelites who won control of Jerusalem in 1000 B.C.

Solomon David's son, who became the third king of Israel about 962 B.C.

Babylonian Captivity 50-year period in which the Israelites were exiled from Judah and held in Babylon

Messiah (mih•SY•uh) Hebrew word that means an "anointed one" charged with some task or leadership

prophets spiritual leaders who were thought to have a special ability to interpret God's word

BACKGROUND VOCABULARY

sustain to support or maintain the spirits of



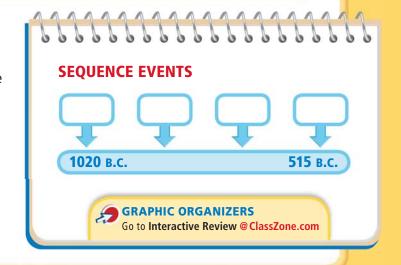
Visual Vocabulary Solomon

▶ Reading Strategy

Re-create the time line shown at right. As you read and respond to the **KEY QUESTIONS**, use the time line to record events that happened in the kingdoms of Israel and Judah. Add more entries as needed.



See Skillbuilder Handbook, page R5.



Kingdoms and Captivity

Connect to What You Know You have learned that the Israelites came back to Canaan from Egypt. After they fought to regain control of the land, the Israelites clashed with other groups in the region.

The Kingdom of Israel

V KEY QUESTION Why did the Israelites decide to choose a king?

The Israelites' belief in one God and their religious practices set them apart from others in the region. They traded with other groups in Canaan and mixed with them but did not adopt their culture or beliefs. Sometimes the Israelites were threatened by these groups. On these occasions, the judges called on the widely scattered tribes to unite and fight the groups.

The Philistines Around 1029 B.C., the Israelites faced the Philistines, a group of people from a nearby area called Philistia. The Philistines invaded and conquered Israelite territory.

The Israelites agreed to unite under one king in order to fight the Philistines, although many feared that a single king might have too much power. A judge named Samuel shared these concerns but helped select the Israelites' first two kings.

Starting with a Story

Suppose you had to leave the land you love to stay with the people you love. Would you choose to go?

to listen to the story

ClassZone.com



Judah and Philistia

A flock of sheep grazes in hills once part of the kingdom of Judah.



History Makers

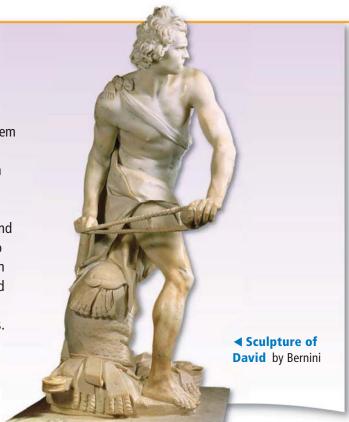
David (ruled c. 1000 B.C.)

David organized a central government and made Jerusalem the capital of Israel. He expanded the borders of Israel and helped its economy grow by encouraging trade with Phoenicia, a neighbor on the Mediterranean coast.

According to the Hebrew Bible, David slew the Philistine giant Goliath. David, who was Israel's second king, was also a fine poet and musician. He is said to have written the beautiful prayers and songs found in the Hebrew Bible's Book of Psalms. By the time David died, Israel had become an independent and united kingdom that was mostly at peace with its neighbors.



Draw Conclusions Why do you think David occupies such an important place in Hebrew history?



Saul and David The Israelites chose Saul, a respected military leader, as their first king in 1020 B.C. Under Saul, the Israelites fought the Philistines. These battles forced the Philistines to loosen their control over the Israelites. After Saul's death, the Israelites looked for a new leader.

According to the Hebrew Bible, Samuel chose a young man named **David** as the next king. The choice was a wise one. In about 1000 **B.C.**, David and the Israelites drove out the Philistines. David won control of Jerusalem and made the city his capital.

Solomon David established a line of kings. He chose his son **Solomon** to succeed him. Solomon became the third king of Israel in about 962 B.C. Solomon, too, was a strong leader.

During Solomon's rule, Israel became a powerful nation. Solomon built on the trade ties between Phoenicia and Israel established by David. He also formed new trade alliances.

Solomon oversaw many building projects. His most famous was the Temple in Jerusalem. The Temple was stone on the outside, while its inner walls were made of cedar covered in gold. Solomon's Temple became the center of religious life for the Israelites. People came there from all parts of the kingdom to say prayers and leave offerings. Many also came to ask the wise king to settle their disputes.

ANALYZE CAUSES Explain why the Israelites decided to choose a king.

The Kingdom Divides



KEY QUESTION What happened as a result of the conflict among the Israelites?

Faced by a threat of attack, Israelite tribes formed the kingdom of Israel. When the threat ended, the kingdom divided.

Israel and Judah Solomon's Temple required high taxes. When Solomon died about 922 B.C., his son, Rehoboam, became king. But the northern tribes refused to pledge their loyalty until he agreed to lighten their taxes and end their labor on building projects. When he refused, the tribes rebelled. Only the tribes of Judah and Benjamin remained loyal to Rehoboam.

Israel split into two separate kingdoms. The northern part continued to be called Israel. The two tribes in the southern area, which included Jerusalem, called their new nation Judah. The words *Judaism* and *Jews* come from the name Judah. These two separate kingdoms existed for about two centuries. Throughout this time, Jerusalem remained an important center of worship.

Kingdoms of Israel and Judah 922 B.C. Cyprus Damascus Mediterranean Tyre Sea Sea of Galilee Samaria. lordan River Jerusalem. Ramses **JUDAH** 30°N **EGYPT** Sinai Peninsula 200 miles 200 kilometers Mt. Sinai **CONNECT Geography & History** Location In which kingdom was the city of Jerusalem located?

Assyrians and Babylonians

Take the Land By 738 B.C., both kingdoms faced new threats to their independence from the Assyrians. The Assyrians forced Israel and Judah to pay tribute. In 722 B.C., Assyria invaded Israel, whose army was weak, and conquered it. The kingdom of Israel ended. Around 612 B.C., the Assyrian Empire fell to the Babylonians.

For many years, King Nebuchadnezzar ruled Babylonia. In 586 B.C., Nebuchadnezzar captured Jerusalem. When Judah's leaders resisted his rule, the Babylonians destroyed Solomon's Temple in Jerusalem. They took thousands of Jews to Babylon as captives.



ANALYZE EFFECTS Tell what happened as a result of the conflict among the Israelites.

Jewish Exiles Return to Judah

V KEY QUESTION What hopes and beliefs sustained the Jews in exile?

The exiles from Judah spent about 50 years in Babylon. This time is known as the **Babylonian Captivity**. During this period, the Israelites became known as the Jews.

Beliefs During the Babylonian Captivity During their years in Babylon, the Jews struggled to keep their identity. They continued to follow religious laws, celebrate holy days, and worship as they had in Judah. They hoped someday to return to their homeland in Judah and rebuild the Temple in Jerusalem. These beliefs supported, or **sustained**, the Israelites' spirits during their captivity.

The exiles also looked forward to a time when they would have their own king again. Before the exile, Hebrew leaders were anointed, or had special oils poured on their heads, when they assumed their offices. The Hebrew word Messiah (mih•SY•uh) means an "anointed

one" charged with some task or leadership. Throughout the centuries of foreign rule, the people kept hoping for their own king. This was sometimes expressed as a hope for an heir to the throne of David, a savior or liberator—a Messiah.

During times of trouble, both in Judah and in exile, the Jewish people turned to spiritual leaders called **prophets** for advice. These were men and women thought to have a special ability to interpret God's word. They warned the people when they strayed from the Jewish code of conduct. They criticized rulers who were not living according to God's laws. The prophets also comforted the people in times of trouble.

The Prophet Ezekiel According to the Hebrew Bible, Ezekiel urged his people to keep their religion alive during the exile in Babylon. In this painting, what do details suggest about the prophet?



The Temple Is Rebuilt In 539 B.C., the Persians conquered Babylon. As you read in Chapter 2, the Persian king Cyrus set up a policy of religious toleration in his empire. Unlike most conquerors, Cyrus believed in honoring local customs and religions. Instead of destroying the local temple, Cyrus would kneel there to pray.

In 538 B.C., Cyrus freed the Jewish exiles from captivity and allowed them to return to their homeland in Judah. About 40,000 exiles returned. Many, however, stayed in Babylon. Under Persian rule, the Jews rebuilt Jerusalem. The Jews were forever grateful to Cyrus, whom they considered as a friend and a protector.

Soon after most of the exiles returned to Judah, they began rebuilding the Temple in Jerusalem. The beautiful building Solomon had constructed lay in ruins. Grass grew between the crumbling walls. Workers completed the new Temple sometime around 515 B.C. The walls of Jerusalem were rebuilt in 445 B.C. In Section 3, you will learn what would become of the second Temple and the Jewish homeland.



DRAW CONCLUSIONS Describe the hopes and beliefs that sustained the Jews in exile.

Section Assessment



▲ Cvrus's Tomb

king. As proof of his honored place among the

A simple tomb marks the

burial place of the Persian

Terms & Names

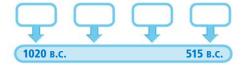
1. Explain the importance of

David Babylonian Captivity prophets Solomon Messiah

Use Your Reading Notes

2. Sequence Events Use your completed time line to answer the following question:

Which empire destroyed the kingdom of Israel, and which empire took the Jews into captivity?



Key Ideas

- **3.** What were Solomon's achievements as king of Israel?
- **4.** What was the role of prophets in Jewish life in the ancient world?
- **5.** What event ended the Babylonian Captivity?

Critical Thinking

- **6. Draw Conclusions** How did fighting among the tribes of Israel make it easier for their enemies to conquer them?
- **7. Make Inferences** Why do you think Jewish exiles wanted to rebuild the Temple as soon as they returned to their homeland?



Write a Narrative Reread the passage "Solomon" in this section and research to learn more about Solomon's Temple. Then write a narrative about a visitor's experience at the Temple.

Section 3

Reading for Understanding

Key Ideas

BEFORE, YOU LEARNED

The Persians freed the Jews from exile in Babylonia. When the exiles returned to Judah, they rebuilt the Temple in Jerusalem.

NOW YOU WILL LEARN

Roman rule brought an end to the Jewish political state but not to the Jewish religion. Jews continued to practice their faith.

Vocabulary

TERMS & NAMES

Zealots group of Jews who led a rebellion against Roman authority

Masada Jewish fortress overlooking the Dead Sea in Israel

Diaspora (dy•AS•puhr•uh) movement of the Jews to other parts of the world

rabbis Jewish leaders and teachers

synagogues (SIHN•uh•GAHGZ) places for Jewish prayer and worship

BACKGROUND VOCABULARY

observe to practice or celebrate in a customary way



Visual Vocabulary A rabbi teaches the Torah.

Reading Strategy

Re-create the Venn diagram shown at right. As you read and respond to the **KEY QUESTIONS**, use the diagram to list the ways in which the Syrians and Romans were alike and different in their handling of Jewish rebellions.



See Skillbuilder Handbook, page R8.



The Spread of Judaism

Connect to What You Know The Jews returned to Judah from their long exile in Babylonia. As they began self-rule, they recalled that their periods of freedom had often been followed by foreign invasion.

Ruled by Foreigners

KEY QUESTION Why did the Jews rebel against Syria?

The land of Judah lay in the path of conquering armies that marched across the eastern shores of the Mediterranean. Over the years, many different groups, including the Syrians and Romans, controlled the country.

Syria Controls Judah In 198 B.C., Syria seized control of Judah. Syrian rulers admired Greek culture and introduced Greek beliefs to the Jewish people. Some Jews adopted these beliefs. However, others continued to **observe**, or follow, Jewish religious beliefs and practices. Judah's first Syrian rulers allowed the Jews to practice their religion.

In 175 B.C., a new Syrian ruler ordered Jewish priests to make offerings to Greek gods. When the Jews refused, he placed statues of Greek gods in the Temple in Jerusalem. The Syrian ruler made it a crime to observe Jewish laws or study the Torah. Some Jews fled to the hills, where they prepared to fight back.

▲ Menorah This brass menorah, or special candle holder, was made in the 1700s. Most menorahs have seven branches. The nine-branched version is used in celebration of Hanukkah.

Ancient Ruins The ruins of this ancient Jewish house of worship are located in Capernaum in Israel.



Rebels Fight Syria A Jewish priest sparked the revolt to drive out the Syrians. One of his five sons, Judah Maccabee, led the revolt. Judah Maccabee had a difficult task. His tiny fighting force, called the Maccabees, faced the much larger, better-equipped Syrian army. But the Maccabees' knowledge of the countryside gave them an advantage. In battle after battle, the rebels defeated the Syrian forces. By 164 B.C., the Maccabees had regained control of Jerusalem.

ANALYZE CAUSES Explain why the Jews rebelled against Syria.

Roman Control



V KEY QUESTION What was the impact of Roman rule?

The independence of the Jews did not last. After about a century of self-rule, another foreign power took control.

Rome Conquers Judea In 63 B.C., the Romans conquered Judah, which they called Judea. Roman rulers kept strict control over Judea. The Jews were allowed to have Jewish kings and religious leaders, but these kings and leaders were appointed by Rome.

In A.D. 66, a group of Jews known as the **Zealots** led a rebellion in Judea against Roman authority in the province. They seized the fortress of Masada from the Romans and used it as their base.

CONNECT \rightarrow to Architecture

Masada The Zealots fought the Romans from the fortress of Masada, which overlooks the Dead Sea in Israel. Masada means "fortress" in Hebrew.

Materials

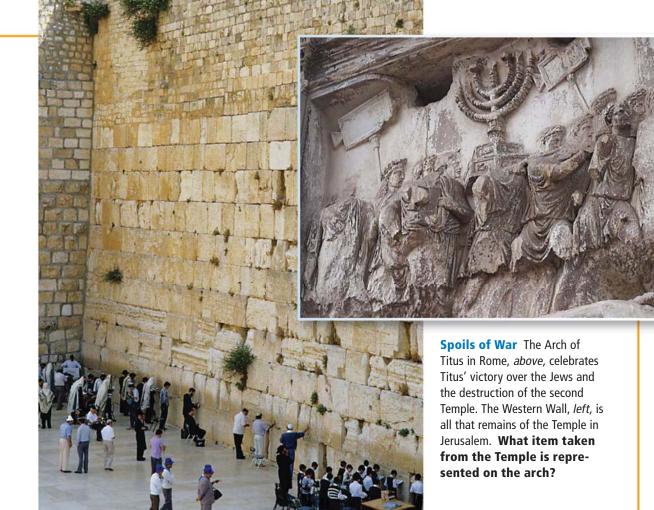
- blank drawing paper
- pen, marker or colored pencils Optional: book on forts and castles



Research the construction of fortresses.

- 1 Draw a blueprint for a fortress from above, showing the location of its important features.
- Call out various elements of your drawing and illustrate them in greater detail. For example, you might draw a close-up of watchtowers or a drawbridge.
- 3 Label the elements in your drawing, such as moats, drawbridges, walls, and so forth.

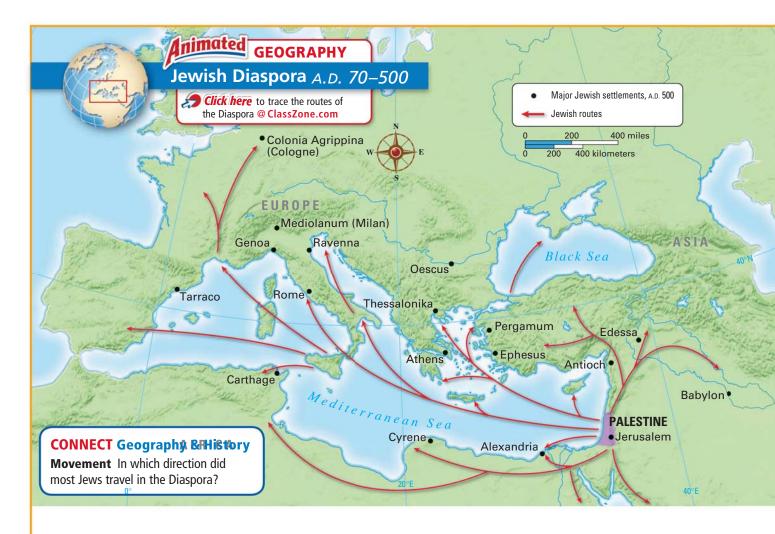




Resistance to Roman Rule Roman leaders responded by sending General Vespasian to crush the uprising. Some Jews feared the Romans would destroy the Temple. As a result, a teacher named Yohanan ben Zakkai hurried to Vespasian's camp. He asked the general to set aside a place for Jewish scholars to study. The school that ben Zakkai set up kept alive the traditions of the Jews.

When Vespasian became emperor of Rome in A.D. 69, he put his son Titus in charge of the Roman troops in Judea. In A.D. 70, Titus put down the rebellion. The Romans stormed Jerusalem and destroyed the second Temple. All that remained was a western portion of the wall, which today is the holiest Jewish shrine. Some Zealots held out at Masada until A.D. 73, but eventually it was taken. The remaining Jews in the fortress—nearly 1,000—chose to commit suicide rather than be captured by the Romans. In the course of the rebellion, about a half million Jews were killed.

The Jews made another attempt to break free of Roman rule in A.D. 132. They were angered when Emperor Hadrian announced plans to rebuild Jerusalem as a Roman city. Another 850,000 Jews died in three years of fierce fighting. After the rebellion was put down, Hadrian banned Jews from Jerusalem for the rest of his reign.



The Diaspora The destruction by the Romans of the second Temple and of Jerusalem in A.D. 70 was followed by centuries of Jewish exile and movement. This movement of the Jews is known as the **Diaspora** (dy•AS•puhr•uh), a Greek word meaning "scattered." The Romans sent many Jews to Rome as slaves. Some Jews remained near Jerusalem. Still others fled to other parts of the world, including Europe. As a result of the Diaspora, the Jewish political state ceased to exist for more than 1,800 years. There was no Jewish state until the creation of Israel in 1948.

ANALYZE EFFECTS Discuss the impact of Roman rule.

Judaism—An Ongoing Faith

V

KEY QUESTION How did the Jews continue to keep their religion alive during the years of exile?

Although the Jews were scattered throughout the Roman Empire, many stayed faithful to their religious beliefs. Despite their scattering, they continued to try to practice the biblical concepts of righteousness and justice.

Teachers and the Law After the destruction of the second Temple and the Diaspora, many Jews worried that they would lose their identity as a people. Religious leaders and teachers called **rabbis** tried to make sure that this did not happen. Led by Rabbi Yohanan ben Zakkai, they built places for learning, prayer, and worship wherever

Jews settled. These houses of worship are called **synagogues** (SIHN•uh•GAHGZ). At synagogues, the people gathered to hear the rabbis read the Torah and interpretations, or Commentaries, on the Torah. In this way, the Jews maintained a similar way of worship wherever they were in the world.

The Jews also held onto their faith by carefully following the laws and observing the customs of their religion. They created schools where Jewish children studied the Torah and learned the prayers of their faith. Many of these Jewish practices influenced those of Christianity. Traditions of both religions would provide one of the key foundations of Western civilization.



SUMMARIZE Tell how the Jews kept their religion alive during the years of exile.

Section Assessment



CONNECT to Today

▲ Torah A teenager

a ceremony marking the

adult Jewish community.

entry of a boy into the

reads from the Torah during his bar mitzvah,

Terms & Names

1. Explain the importance of

Zealots Diaspora synagogues Masada rabbis

Use Your Reading Notes

Syria

2. Compare and Contrast Use your completed Venn diagram to answer the following question: How were the Syrians and Romans alike and different in the way they dealt with Jewish rebellion?

Both

Rome

Key Ideas

- **3.** What was the goal of the revolt led by Judah Maccabee against the Syrians?
- **4.** How did the Romans punish the Jews of Judea for resisting Roman rule?
- **5.** What are three ways Jews kept their faith strong after the Diaspora?

Critical Thinking

- **6. Make Inferences** How did study keep the faith of the Jews alive?
- **7. CONNECT to Today** How does the Diaspora affect the lives of Jews today?

Activity

Internet Activity Use the Internet to research one of the Jewish leaders in this section, such as Judah Maccabee or Yohanan ben Zakkai. Then design the leader's Web page. **INTERNET KEYWORDS** Judah Maccabee, Yohanan ben Zakkai

Chapter Assessment

Interactive (**) Review



Material States for quizzes, flipcards, crosswords, review notes, and activities @ ClassZone.com

The Hebrew Kingdoms

Belief Systems

- The Hebrews worshiped one God.
- The beliefs of the Hebrews helped them survive difficult times.
- After being expelled from their homeland, most Jews remained loval to their beliefs.

Geography

- Abraham left Mesopotamia to settle in Canaan.
- Hebrew slaves left Egypt and returned to Canaan.
- Hebrew captives left Babylon and returned to the kingdom of Judah.

Government

- The Hebrews built a small but influential nation, Israel, that later divided into the kingdoms of Israel and Judah.
- The Jews fought against foreign control by the Assyrians, Babylonians, and Romans.
- Jewish resistance to Roman rule hastened the Jews' departure from their homeland.

VOCABULARY

Explain why the words in each set below are linked with each other.

- 1. Abraham and monotheism
- 2. Moses and Exodus
- 3. David and Solomon
- 4. rabbi and synagogue

KEY IDEAS

The Origins of the Hebrews (pages 54–59)

- **5.** What made the religion of the Hebrews different from the religions of other groups in the ancient world?
- 6. Why might the Hebrew leader Moses be known as "The Lawgiver"?
- 7. What are three ways the judges helped the Hebrews?

Kingdoms and Captivity (pages 60–65)

- 8. How did Solomon's building projects help and hurt Israel?
- **9.** What happened to the Israelites after Israel was conquered by the Assyrians?
- **10.** How did the Babylonian conquest change the way the people of Judah lived?

The Spread of Judaism (pages 66–71)

- **11.** How did the Maccabee victory affect the government of Judah?
- **12.** Which group of Jews led the fight to resist Roman rule?
- **13.** How did the Romans punish the people of Judea for rebelling?

CRITICAL THINKING

- 14. Make Inferences How did the Ten Commandments reflect Jewish beliefs?
- **15. Draw Conclusions** What important Jewish belief was passed on to other religions?
- **16. Evaluate** How did the Jews use their beliefs and practices to pass on their religion?

- 1. Writing Activity Choose one of the kings discussed in this chapter. Write a persuasive paragraph telling whether you think the person was a good king. Use information from the chapter to support your opinion.
- 2. Interdisciplinary Activity— **Science** According to tradition, the Hebrews wandered for 40 years in the Sinai Desert before entering Canaan. Use books or the Internet to research the plants and animals of the Sinai. Make a poster showing how one plant or animal has adapted to life in the Sinai Desert.



ONLINE ACTIVITY

Click here to make a multimedia presentation about Judah and the Maccabees @ ClassZone.com



Answer the ESSENTIAL QUESTION

How did the Hebrews defend themselves and maintain their beliefs?

Written Response Write a twoor three-paragraph response to the Essential Question. Be sure to consider the key ideas of each section as well as specific details about the Hebrews. Use the rubric to guide your thinking.

RESPONSE RUBRIC

A strong response will

- describe the efforts of the Hebrews to establish kingdoms
- explain how the Hebrews kept their faith alive in the face of many challenges

Standards-Based Assessment



- Online Test Practice @ ClassZone.com
- Test-Taking Strategies and Practice at the front of this book

Use Primary Sources The Ark of the Covenant was important to the Hebrews. It was said to contain the original tablets with the Ten Commandments given by God to Moses on Mount Sinai. Use the following description of the Ark from the Torah to answer the questions.

Primary Source

Bezalel [a craftsman] made the ark of acacia wood—two and a half cubits long [about 50 inches], a cubit and a half wide, and a cubit and a half high. He overlaid it with pure gold, both inside and out, and made a gold molding around it. He cast four gold rings for it and fastened them to its four feet, with two rings on one side and two rings on the other. Then he made poles of acacia wood and overlaid them with gold. And he inserted the poles into the rings on the sides of the ark to carry it. He made the . . . cover of pure gold—two and a half cubits long and a cubit and a half wide. Then he made two cherubim [angels] out of hammered gold at the ends of the cover.

Exodus 37:1-7

- 1. What precious metal was used in building the Ark?
 - A. silver
 - **B.** gold
 - C. platinum
 - **D.** copper
- 2. Why might the Hebrews have used precious metal?
 - A. because it is long lasting
 - **B.** because it is tarnish resistant
 - C. because it is rustproof
 - **D.** because it is worthy of God

UNIT 2

Ancient African and Asian Civilizations

Interact with History

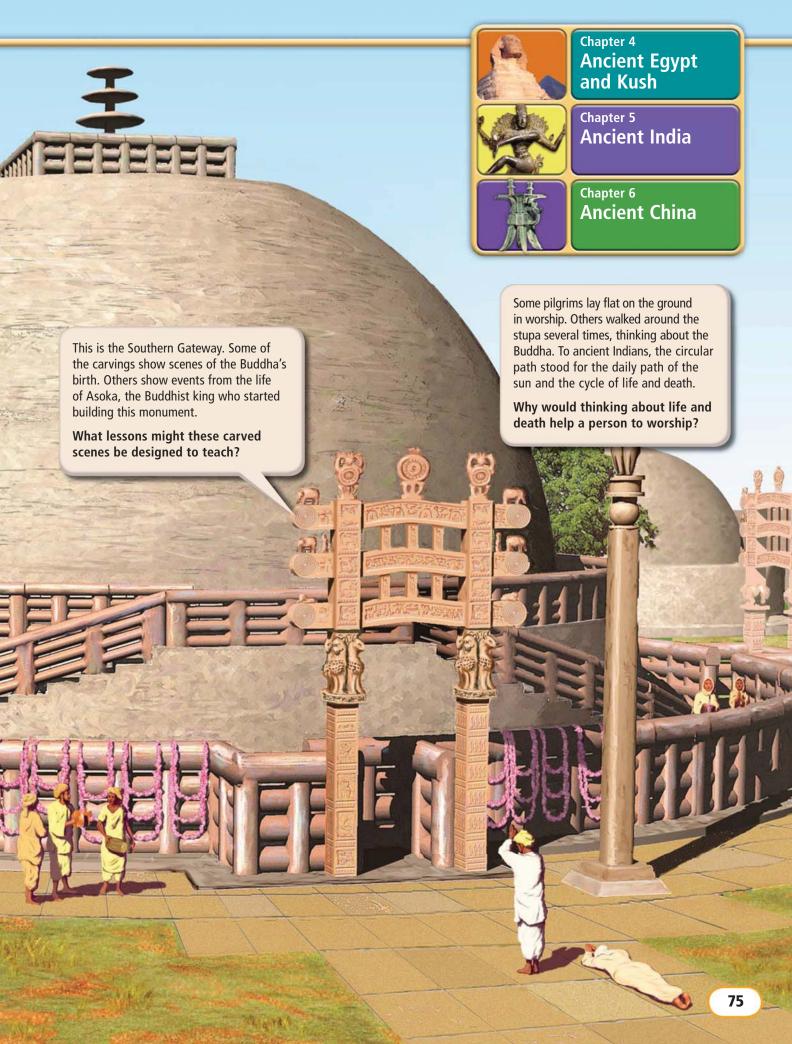
A Pilgrimage to Sanchi, about 50 B.C. Stupas are Buddhist holy places. They were built to hold relics, or physical remains, of the Buddha—the teacher whose ideas are the basis of Buddhism.
A Buddhist king began to build the Great Stupa at Sanchi, India, in the 200s B.C.

Why do people build holy places?

The rounded shape of the stupa originally symbolized the heavens. Because many stupas held relics, Buddhists came to regard them as symbols of the Buddha's body.

How might Buddhists feel about a structure that housed part of the Buddha's bodily remains?





Chapter

4

Ancient Egypt and Kush



Essential Question

How was the success of the Egyptian civilization tied to the Nile River?

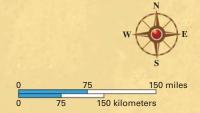
CONNECT

Geography & History

Use the map and the time line to answer the following questions.

- 1. Around what geographical feature does most of Egypt's fertile land lie? Why do you think this is so?
- 2. In what year did the pharaoh who built a temple at Abu Simbel begin his reign?





AFRICA

EGYPT

3100 B.C.

Upper and Lower Egypt are united.

2550 B.C.

Work on Khufu's Great Pyramid begins in Giza. (Great Pyramid is at far right.) ▶



3000 в.с.

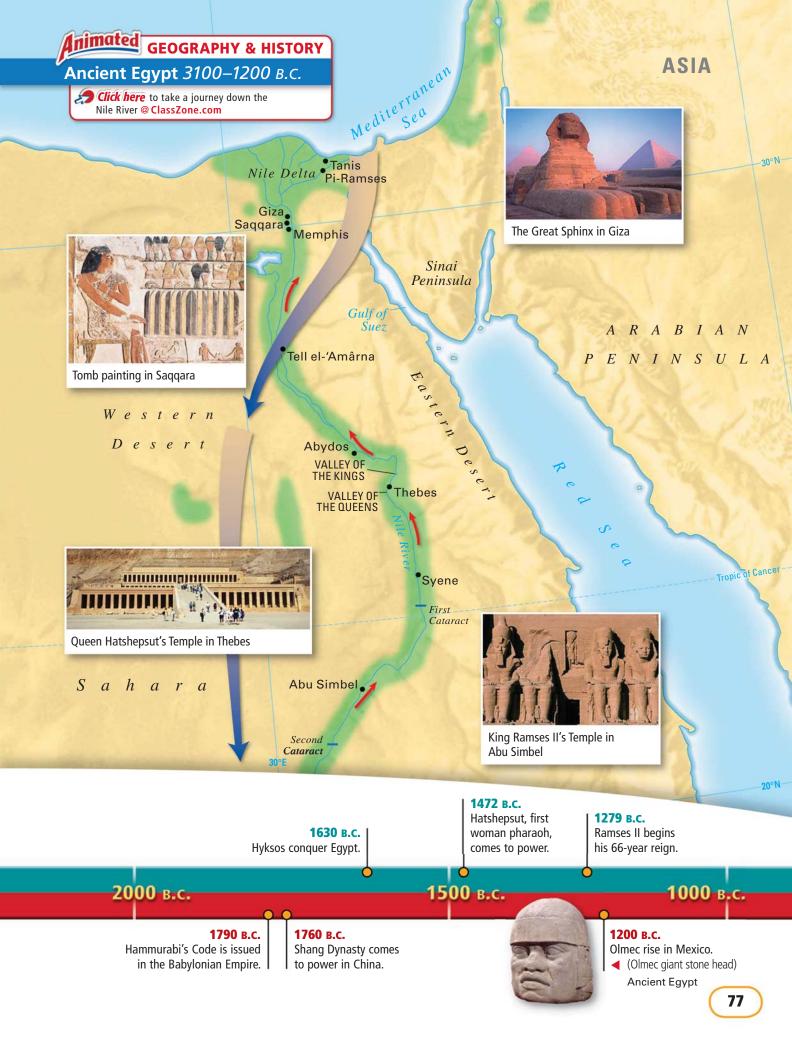
2500 в.с.

WORLD



2500 B.C.

Harappan culture rises in the Indus Valley. (Harappan elephant seal)



Section 4

Reading for Understanding

Key Ideas

BEFORE, YOU LEARNED

The civilizations of Mesopotamia relied on the yearly flooding of the Tigris and Euphrates rivers to support their agriculture.

NOW YOU WILL LEARN

Egyptian civilization relied on the Nile River, which provided water for transportation and farming and even mud for bricks to build houses.

Vocabulary

TERMS & NAMES

cataract (KAT•uh•RAKT) high waterfall or rapids **delta** triangle-shaped deposit of rich soil near a river's mouth

silt fine, fertile soil carried by rivers and deposited on nearby lands

fertile favorable for the growth of crops and other plants

linen fabric woven from fibers of the flax plant

BACKGROUND VOCABULARY

plateau flat land area that is raised sharply above other nearby land

quarried obtained stone by cutting, digging, or blasting

REVIEW

irrigation watering of dry land by using ditches, pipes, or streams



Visual Vocabulary delta

Reading Strategy

Re-create the chart shown at right. As you read and respond to the **KEY QUESTIONS**, look for the effects of each event listed in the chart. Record the effects on your own chart.



See Skillbuilder Handbook, page R7.

ANALYZE CAUSES AND EFFECTS

Causes	Effects
Floods	
New agricultural techniques	
Many natural resources	9



Gift of the Nile

Connect to What You Know Have you ever received a gift that was very important to you? The Nile River was so important to Egypt that 2,500 years ago, an ancient Greek historian called Egypt "the gift of the Nile."

▲ Fish Bottle This glass bottle in the shape of a tilapia, a common Nile River fish, is about six inches long. Bottles of this type often held precious oils or cosmetics.

Geography of Ancient Egypt



KEY QUESTION How did the Nile's yearly flood benefit Egypt?

The Greek historian knew what he was talking about. The Nile River has fed Egyptian civilization for over 5,000 years.

The Longest River The Nile is 4,160 miles long—the world's longest river. It begins near the equator in Africa and flows north to the Mediterranean Sea. In the south it churns with cataracts. A **cataract** (KAT•uh•RAKT) is a waterfall. Near the sea, the Nile branches into a delta. A delta is an area near a river's mouth where the water deposits fine soil called **silt**. In the delta, the Nile divides into many streams.

The river begins in the south and flows north, emptying into the Mediterranean Sea. For this reason, the Upper Nile is in the south and the Lower Nile is in the north. For centuries, heavy rains on the Ethiopian **Plateau** caused the Nile to flood every summer. The floods deposited rich soil along the Nile's shores. This soil was **fertile**, which means it was good for growing crops. In fact, it was the most fertile soil in all of Africa. Fortunately for Egyptian farmers, the Nile River flooded at about the same time every year, so farmers could predict when to plant their crops.

The Nile Valley

Fertile land in Egypt stretches along the Nile and then gives way to desert. As a result, Egypt was a narrow country. V



Black Land, Red Land The ancient Egyptians lived in narrow bands of land on each side of the Nile. They called this region the black land because of the fertile soil that the floods deposited. The red land was the barren desert beyond the fertile region.

Weather in Egypt was almost always the same. Eight months of the year were sunny and hot. The four months of winter were sunny but cooler. Most of the region received only an inch of rain a year.

The parts of Egypt not near the Nile were deserts. The harsh desert acted as a barrier to keep out enemies. The Mediterranean coast was swampy and lacked good harbors. For these reasons, early Egyptians stayed close to home.



SUMMARIZE Identify the benefits of Nile River floods for Egyptians.

Land of Plenty

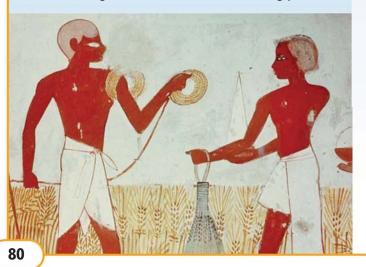


V KEY QUESTION How did Egyptians use the land around the Nile?

Each year, Egyptian farmers watched for white birds called ibises (EYE•bihs•uhz), which flew up from the south. When the birds arrived, the annual flood waters would soon follow. After the waters drained away, farmers could plant seeds in the fertile soil.

Primary Source

Background Poetry celebrating the Nile dates back about 5,000 years. The flooding of the Nile each year was a joyous occasion and a mystery. Ancient Egyptians had no knowledge of the natural events that brought the yearly flood. Very simply, they knew it was good, and they gave thanks for their good fortune, as in the following poem.



◄)) from "Hymn to the Nile"

Text not available for electronic use. Please refer to the text in the textbook.

Two surveyors measure the wheat crop before it is harvested.

DOCUMENT-BASED QUESTION

What did the Nile do for which the ancient Egyptians gave thanks?

Agricultural Techniques Controlling the yearly flood of the Nile for agricultural use must have been a community effort. To make use of the water, early Egyptian farmers had to work together. Mostly, they had to move earth. Irrigation canals had to be dug to divert water to dry areas. Catch basins, areas where water would pool to be used at a later date, also needed to be dug. Much of the earth removed for canals and basins could be used to build embankments to protect other areas from the flood.

Later, around 1600 B.C., a tool called the shadoof (shah•DOOF) was introduced from Southwest Asia. Egyptian farmers used it to move water between the Nile and a canal, a canal and a catch basin, or a catch basin and a field. The shadoof greatly improved Egyptians' ability to use water efficiently.

Egyptian Crops Ancient Egyptians grew a large variety of foods. Grains, such as wheat and barley, were the Egyptians' staple crops. They were the first to grind wheat into flour and to mix the flour with yeast and water to make dough rise into bread. They grew vegetables such as lettuce, radishes, onions, and cucumbers. Fruits included dates, figs, and grapes.

Egyptians also grew the materials for their clothes. They were the first to weave fibers from flax plants into a fabric called **linen**. Lightweight linen cloth was perfect for hot Egyptian days. Men wore linen wraps around their waists. Women wore loose, sleeveless dresses. Egyptians also wove marsh grasses into sandals.

Egyptian Houses Egyptians built houses using bricks made of mud from the Nile mixed with chopped straw. They placed narrow windows high in the walls to reduce bright sunlight. Egyptians often painted walls white to reflect the blazing heat. They wove sticks and palm branches to make roofs. Inside, woven reed mats covered the dirt floor. Most Egyptians slept on mats covered with linen sheets. Wealthy citizens enjoyed bed frames and cushions.

Egyptian nobles had fancier homes with tree-lined courtyards for shade. Some had pools filled with lotus blossoms and fish. Poor Egyptians simply went to the roof to cool off after sunset. They often cooked, ate, and even slept outside.



SUMMARIZE Explain the different ways that ancient Egyptians used the land near the Nile.



▲ Shadoof A shadoof is a bucket on a lever.
It was used to lift water from the Nile or canals.
Some Egyptians still use shadoofs today. Why might this ancient technology still be used in modern Egypt?

Geography Shapes Egyptian Life

V

KEY QUESTION What economic activities developed in Egypt?

Egypt's economy depended on farming. However, Egyptians also used other natural resources to provide for their everyday needs and develop economic activities.

Mining The Egyptians mined and quarried many different metals and minerals for a wide range of activities that were important to their society. For example, they mined copper as early as 4000 B.C. and used it to make tools and weapons. Later, because of its superior strength, iron became the metal of choice. Copper and iron were mined in the Eastern Desert and on the Sinai Peninsula.

▲ Hunter This wall painting from a tomb shows a man hunting marsh birds.

Gold was also mined in both of these extremely hot and harsh areas. Egyptians prized gold highly, and their goldsmiths were among the best in the ancient world. The Egyptian word for gold was *nub*. As a result, they called the area south of the second cataract of the Nile—another region with rich gold deposits—Nubia (NOO•bee•uh).

Many types of stone were also worked throughout Egypt. Egyptians used fine white limestone, quarried near Memphis, for special projects such as temple and tomb walls. Just north of the first cataract, granite was quarried at Aswan. Workers loaded it onto boats for transport to important religious and artistic centers, such as Thebes or Memphis. It was an important raw material for builders and sculptors.

Egyptians mined precious stones as well. They were probably the first people in the world to mine turquoise (TUR•KWOYZ). Turquoise and another kind of precious stone, emerald, were mined in the Eastern Desert. Both were used to make jewelry for royals and nobles.

Fishing and Hunting The Nile had fish and other wildlife that Egyptians wanted. To go on the river, Egyptians made lightweight rafts by binding together reeds. They used everything from nets to harpoons to catch fish. One ancient painting even shows a man ready to hit a catfish with a wooden hammer.



More adventurous hunters speared hippopotamuses and crocodiles along the Nile. Egyptians also captured quail with nets. They used boomerangs to knock down flying ducks and geese. (A boomerang is a curved stick that returns to the person who threw it.)

Transportation and Trade Eventually, Egyptians equipped their reed boats with sails and oars, and the Nile became a highway. The river's current was slow, so boaters used oars to go faster when they traveled north with the current. Going south, they raised a sail and let the winds push them.

The Nile provided so well for Egyptians that they often had surpluses, or more goods than they needed. They began to trade with each other. Ancient Egypt had no money, so people traded their surplus goods. This method of trade is called bartering. They also traded with other nearby peoples. Trade with Nubia brought exotic animals, gold, ivory, and incense to Egypt. Egypt also traded northeast across the Mediterranean with what are today Lebanon and Syria.

Egyptians found ways to put their surroundings to use. Their clever adaptations to their environment allowed them to build a complex society, as you'll see in Section 2.



SUMMARIZE Explain the economic activities that developed in Egypt.

Section Assessment



ONLINE QUIZ For test practice, go to Interactive Review @ ClassZone.com

▲ Hippopotamus

figurine has a turquoise

This ceramic hippo

glaze. Its bird, reed, and lotus flower

decorations show

it is a river dweller.

Terms & Names

1. Explain the importance of silt linen cataract

delta fertile

Use Your Reading Notes

2. Analyze Causes and Effects Use your completed chart to answer the following question: How did new agricultural techniques make the Egyptians more prosperous?

Causes	Effects
Floods	
New agricultural techniques	
Many natural resources	

Key Ideas

- 3. Why did Egypt develop along the Nile?
- 4. How did irrigation canals expand farmland in Egypt?
- **5.** What made it possible for Egyptians to begin trading among themselves and with neighboring societies?

Critical Thinking

- **6. Make Inferences** How did climate affect the daily lives of Egyptians?
- 7. Draw Conclusions What innovations did Egyptians apply to the gifts that the Nile provided?



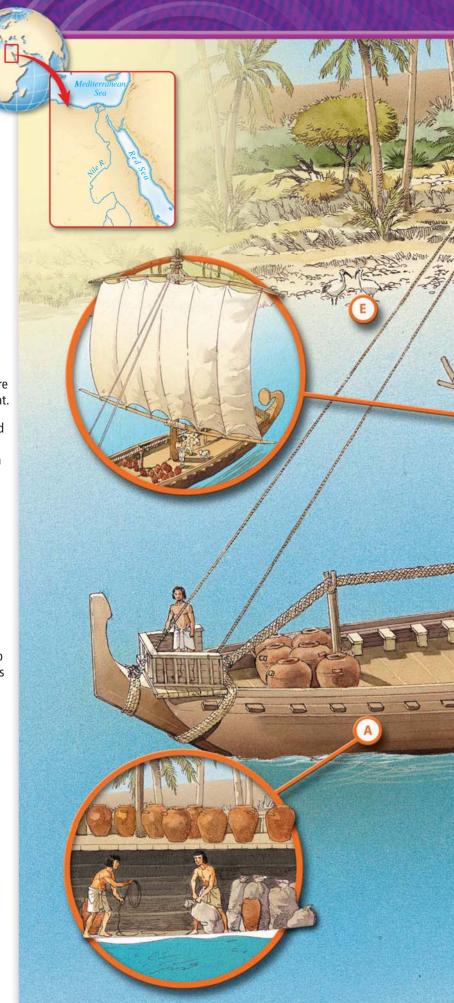
Make a Sketch Create a sketch showing the different types of economic activities that took place in ancient Egypt.

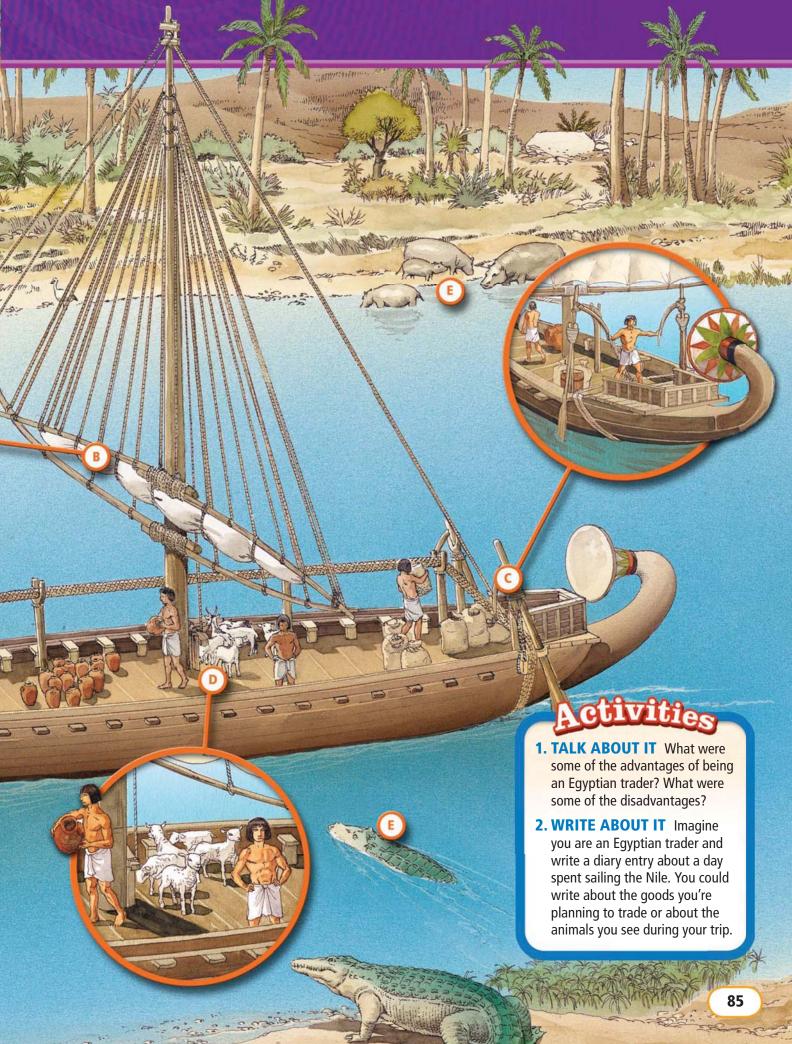
Daily Life

Life on the Nile River

If you were an Egyptian trader, you would sail the Nile River in a boat that looks much like the one shown here. Traders carried their goods in reed boats that they sailed up and down the Nile. As shown below, the simple boat held everything the traders needed for their trip on the river.

- A Hull In the hull below the boat's deck, you store containers of fruit and sacks of barley and wheat.
- B Sails You raise your linen sail to catch the wind when you travel south on the Nile against the current. You lower the sail when you travel with the current north on the Nile.
- Oars The boat has a basket and oar at either end. Once the boat sets sail, you or another trader will stand in the basket and use the oar to steer.
- On Deck There is much activity on the boat's deck, as you store more goods and tie up the sheep and goats you plan to barter.
- (E) River Animals A pair of ibises and some hippos feed as you load your boat. But you keep your eye on the crocodiles—the most dangerous animals on the Nile.





Section •

Reading for Understanding

Key Ideas

BEFORE, YOU LEARNED

The Nile River supplied the people of Egypt with a surplus of the important goods needed for survival.

NOW YOU WILL LEARN

The prosperity of Egypt encouraged advances in the arts, religion, mathematics, and the sciences.

Vocabulary

TERMS & NAMES

scribes people who specialized in writing and record keeping

hieroglyphs (HY•uhr•uh•GLIHFS) pictures that stand for words or sounds

papyrus (puh

PY

ruhs) paperlike material made from the stems of the papyrus reed

afterlife a life believed to follow death **embalm** to preserve a body after death

mummy body prepared for burial according to

ancient Egyptian practice

BACKGROUND VOCABULARY

artisans skilled workers; craftspeople **rituals** sets of ceremonies or rites used in a place of worship

geometry mathematical study of the properties, measurement, and relationships of points, lines, angles, surfaces, and solids

REVIEW

specializations skills in certain types of workpolytheism belief in many gods or goddesses

Reading Strategy

Re-create the web diagram shown at right. As you read and respond to the **KEY QUESTIONS**, look for three categories of Egyptian culture and details about them. Record the information in the diagram.



See Skillbuilder Handbook, page R6.



Life in Ancient Egypt

Connect to What You Know As you have seen, Egypt prospered along the Nile. This prosperity made life easier and provided greater opportunities for many Egyptians.

Work and Family Life

V KEY QUESTION How did work and social roles affect people in ancient Egypt?

When farmers produce food surpluses, the society's economy begins to expand. Cities emerge as centers of culture and power, and people learn to do jobs that do not involve agriculture. For example, some ancient Egyptians learned to be scribes, people whose job was to write and keep records.

Specialized Jobs As Egyptian civilization grew more complex, people took on jobs other than that of a farmer or scribe. Some skilled artisans erected stone or brick houses and temples. Other artisans developed their own **specializations**. They made pottery, mats, furniture, linen clothing, sandals, or jewelry.

A few Egyptians traveled to the upper Nile to trade with other Africans. These traders took Egyptian products such as scrolls, linen, gold, and jewelry. They brought back exotic woods, animal skins, and live beasts.



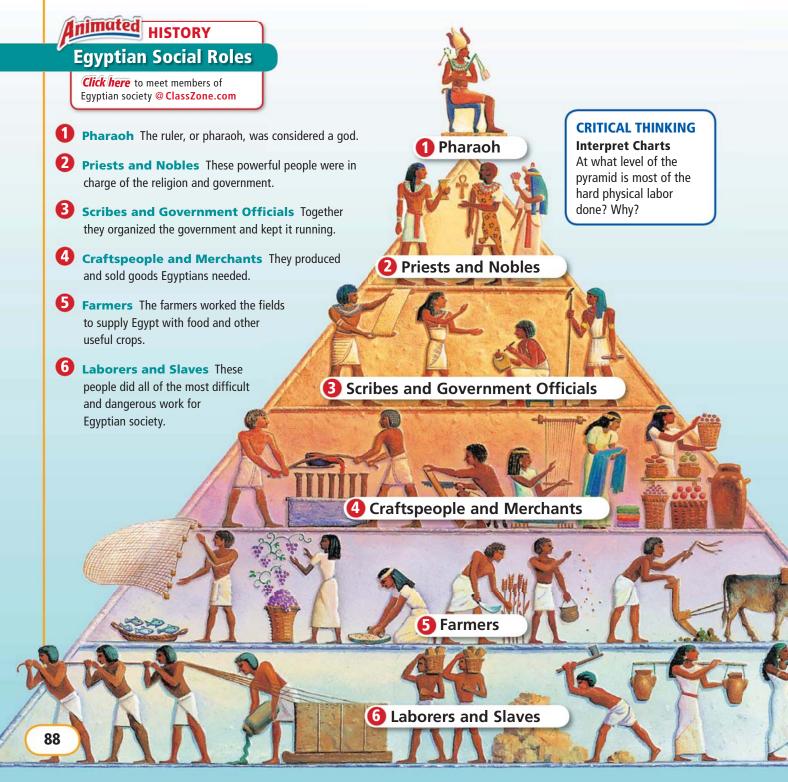
Egyptians made their dead pets into mummies and gave them a formal burial. Cats were especially honored in Egypt.

Luxor, Egypt Skilled artisans helped to build this temple and the shafts with pointed tops, which are called obelisks. V



Rulers and Priests As Egypt grew, so did its need to organize. Egyptians created a government that divided the empire into 42 provinces. Many officials worked to keep the provinces running smoothly. Egypt also created an army to defend itself.

One of the highest jobs in Egypt was to be a priest. Priests followed formal **rituals** and took care of the temples. Before entering a temple, a priest bathed and put on special linen garments and white sandals. Priests cleaned the sacred statues in temples, changed their clothes, and even fed them meals.



Together, the priests and the ruler held ceremonies to please the gods. Egyptians believed that if the gods were angry, the Nile would not flood. As a result, crops would not grow, and people would die. So the ruler and the priests tried hard to keep the gods satisfied. By doing so, they hoped to maintain the social and political order.

Slaves Slaves were at the bottom of society. In Egypt, most of the slaves were captured in war. Some were captured soldiers, and others were just were unlucky enough to be on the losing side.

Many of these enslaved people worked on public building projects, such as pyramids or temples. As difficult as this work was, it was preferable to working in the mines and quarries of the Eastern Desert and the Sinai. Assignment to these work sites was often a one-way trip. Shortages of slave labor were remedied quickly and cruelly. For instance, when the pharaoh Ramses II needed more labor for one of his major building projects, he sent soldiers into the Western Desert to kidnap Lybians. (You'll read more about Ramses in Section 4.)

Slaves who were domestic servants were comparatively lucky. They worked in less dangerous circumstances, lived in more comfortable housing, and ate more and better food. They could also rise to fairly important, trusted positions within the household.

Women and Children Egypt was one of the best places in the ancient world to be a woman. Unlike other ancient African cultures, in Egyptian society men and women had fairly equal rights. For example, they could both own and manage their own property.

The main job of most women was to care for their children and home, but some did other jobs too. Some women wove cloth. Others worked with their husbands in fields or workshops.

Children in Egypt played with toys such as dolls, animal figures, board games, and marbles. Their parents made the toys from wood or clay. Boys and girls also played rough physical games with balls made of leather or reeds. Boys and some girls from wealthy families went to schools run by scribes or priests. Most other children learned their parents' jobs. Almost all Egyptians married in their early teens.

Pets Ancient Egyptians kept many different kinds of pets. Dogs were kept to take on hunting trips, as they sometimes are today. There was also a popular breed (resembling a dachshund) that was more of a lapdog. The cat, however, was the most favored pet. There was even a cat goddess, Bastet. The Egyptian word for cat was *miw*, after the sound a cat makes.

DRAW CONCLUSIONS Explain the roles of people at different levels of ancient Egyptian society.

Expanding Knowledge



KEY QUESTION How did learning advance in ancient Egypt?

As in many ancient societies, much of the knowledge of Egypt came about as priests studied the world to find ways to please the gods. Other advances came about because of practical discoveries.

Writing Beginning about 3000 B.C., Egyptians developed a writing system using hieroglyphs. Hieroglyphs (HY•uhr•uh•GLIHFS) are pictures that stand for different words or sounds. Early Egyptians created a hieroglyphic system with about 700 characters. Over time the system grew to include more than 6,000 symbols.

The Egyptians also developed a paper-like material called papyrus (puh PY ruhs) from a reed of the same name. Egyptians cut the stems into strips, pressed them, and dried them into sheets that could be rolled into scrolls. Papyrus scrolls were light and easy to carry. Using these scrolls, Egyptians created some of the first books.

Math and Science The Egyptians developed some of the first **geometry**. Each year the Nile's floods washed away land boundaries. To restore property lines, surveyors measured the land by using ropes that were knotted at regular intervals. Geometric shapes such as squares and triangles were sacred to Egyptians. Architects used them in the design of royal temples and monuments.

Egyptian priests studied the sky as part of their religion. About 5,000 years ago, they noticed that a star now called Sirius (SIHR•ee•uhs) appeared shortly before the Nile began to flood. The star returned to the same position in 365 days. Based on that, Egyptians developed the

world's first practical calendar.

Medicine Egyptian medics often prepared dead bodies for burial, so they knew the parts of the body. That knowledge helped them perform some of the world's first surgeries. One papyrus scroll, for example, contains instructions on how to stitch a serious cut.

Amazingly, another text even suggests putting pieces of moldy bread on wounds. Penicillin, an antibiotic that changed modern medicine, is made from mold. Egyptian doctors also used willow bark to create an effective pain reliever. Analysis shows that this bark contains a substance quite similar to aspirin.

▲ Scribe A person who wanted to be a scribe had to study many years to learn all of the hieroglyphs.



SUMMARIZE List and explain Egypt's advances in learning.

COMPARING Writing Systems These symbols represent the name HIEROGLYPHIC **ENGLISH** of ruler Senusret I. Hieroglyphs can be used as Letters are not used simple picture writing. For as pictures and cannot These pictures example, a wavy line might represent objects. stand for the idea mean "water." "aiven life." Some pictures stood for for Letters do not stand ideas. A circle often meant Re, for ideas. the sun god. Symbols sometimes represent Letters represent sounds. For example, the signs sounds, sounds are *\$********** below represent the name of grouped into syllables, Cleopatra, a foreign gueen who and syllables are would later rule Egypt. grouped into words. Words represent objects and ideas. These symbols KL E O P A T-R A-T represent the name of the Egyptian god Amun. CRITICAL THINKING Find Main Ideas List the important differences between hieroglyphics and English.

Beliefs and Religion



KEY QUESTION What religious beliefs did Egyptians hold?

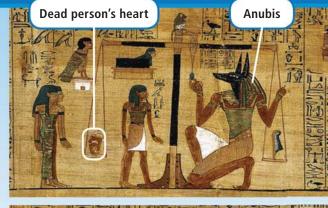
We know from their writing and their art that, in general, the Egyptians had a positive view of life. The black land provided most of the Egyptians' needs. As a result, they did not have to struggle to make a living.

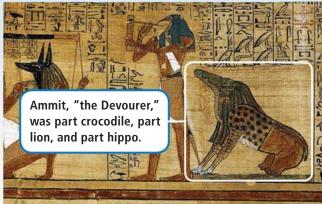
Life After Death Egyptians' generally positive outlook shaped their religion and led them to believe that the gods favored them. Egyptians came to believe that it was not just the pharaoh and the nobles that could look forward to life after death. It became a common belief that one's prosperity could continue into a happy afterlife. An **afterlife** is a life believed to follow death. Each level of Egyptian society had its own view of what made for a happy afterlife. Peasant farmers, for instance, welcomed their eternity in a land of successful harvests, without pain or injury, where everyone's plot of land was equal. Not every ancient culture shared Egyptians' beliefs. For example, the Sumerians thought that the afterlife would be miserable.

CONNECT Art & History

The Book of the Dead

The Book of the Dead was a sacred text made up of magic formulas and charms designed to aid the deceased in their journey into the afterlife. The number of magic spells grew over time to about 200, although none of the surviving papyrus scrolls contains them all. Scribes wrote out the text, and artists added fantastic illustrations. The image at right illustrates Egyptians' belief that bad deeds made a heart heavy. According to the Book of the Dead, the god Anubis weighed each dead person's heart. If it was lighter than a feather, the reward was a happy afterlife. If not, Anubis fed the heart to the demon Ammit.





CRITICAL THINKING

Draw Conclusions How did the god Anubis know whether someone had committed bad deeds during his or her life?

Many Gods As you learned in Chapter 3, polytheism is a belief in many gods. The Egyptians worshiped gods that were related to the afterlife and to parts of nature, such as the sun or the river.

Many gods were worshiped in certain areas only. The god Amun began as a local deity—the chief god of Thebes. Later, Amun became much more important when a Theban family became a line of pharaohs. Some important Egyptian gods are shown in the chart at right.

God	Description	
Re	the sun god (later	
(ray)	called Amon Re)	
Osiris	a god who judged	
(oh•SY•rihs)	Egyptians after death	
lsis	a fertility goddess;	
(EYE• sihs)	Osiris' wife	
Anubis	a god of the dead with	
(uh•NOO•bihs)	the head of a jackal	

Making Mummies Egyptians embalmed the bodies of their dead before they were placed in tombs. **Embalm** means to preserve a body after death. The practices that surround the process of embalming differed over time, but certain practices were common. First, embalmers removed all of the organs except the heart. Oddly, the brain was thought to be unimportant. While the other organs were kept and treated, the brain was simply removed and discarded.

The organs, other than the brain, were cleansed and put into separate jars. The embalmers washed and purified the empty body cavity. Next they packed and covered the body with natron—a natural drying agent and antiseptic that contained large amounts of salt.

The drying action of the natron transformed the body into a **mummy**. A mummy is a body that has been dried so it won't decay. Linen pads or even sawdust were used to fill the body cavity. The mummy was wrapped in hundreds of yards of linen strips. The whole process of embalming and wrapping took about 70 days. Embalming was expensive, and not everyone could afford it.

Anubis Egyptians hoped that by appeasing the jackal-headed god, they could keep jackals from scavenging in graveyards. ▼

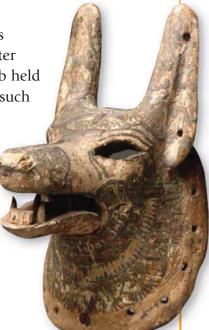
Egyptian Tombs The treatment of the body and the objects included in the tomb show that Egyptians believed that life after death was a kind of continuation of their earthly life. The tomb held many of the everyday objects any person might want or need, such as food, drink, tools, clothing, and furniture.

A person's living relatives were supposed to bring fresh food and drink to the tomb daily. Prayers for the dead person's soul were also to be said every day. Some wealthier families actually hired assistants to tend to the tomb and fulfill these duties.

Pyramids, the tombs of the pharaohs, have become the best-known symbols of ancient Egypt. You will learn about them and the pharaohs who built them in Section 3.



SUMMARIZE Give a summary of Egyptians' religious beliefs.



2

Section Assessment



Terms & Names

1. Explain the importance of

scribes papyrus embalm hieroglyphs afterlife mummy

Use Your Reading Notes

2. Categorize Use your completed web diagram to answer the following question:
What jobs did Egyptians hold?



Key Ideas

- **3.** Why were some Egyptians able to become artisans?
- **4.** How were hieroglyphs used?
- **5.** What duties did priests have?

Critical Thinking

- **6. Analyze Causes and Effects** Why were Egyptian discoveries in astronomy and medicine important?
- 7. CONNECT to Today How were the lives of children in ancient Egypt similar to and different from your life?

Activity

Write in Hieroglyphs Use the hieroglyphs shown on page 91 to write a few words. Share your hieroglyphs with a classmate and see if he or she can interpret them.

Section 3

Reading for Understanding

Key Ideas

BEFORE, YOU LEARNED

Religion and learning were very important to Egyptian society.

NOW YOU WILL LEARN

Egyptians put their advances to use in building powerful societies during the Old and Middle kingdoms.

Vocabulary

TERMS & NAMES

dynasty (DY•nuh•stee) family or group that rules for several generations

succession order in which members of a royal family inherit a throne

pharaoh (FAIR•oh) ruler of ancient Egyptpyramid ancient Egyptian structure, built over or around a tomb

step pyramid type of pyramid with sides that rise in giant steps

Khufu (KOO•foo) pharaoh who ordered the construction of the largest pyramid ever built

BACKGROUND VOCABULARY

monuments structures built to honor a person, a group, or an event

overseers people who watch over and direct workers



Visual Vocabulary step pyramid

Reading Strategy

Re-create the diagram shown at right. As you read and respond to the **KEY QUESTIONS**, jot down any main ideas and important details. Then use them to help you write a summary of the section.



See Skillbuilder Handbook, page R4.



The Pyramid Builders

Connect to What You Know You have read about the Upper Nile and the Lower Nile. There were also two kingdoms called Upper Egypt and Lower Egypt. They united into a strong empire.

▲ **Scarab** The scarab beetle was an important symbol to ancient Egyptians. It symbolized the eternal cycle of life.

The Old Kingdom



V KEY QUESTION What kind of government ruled Egypt after it was united?

Legend says a king named Narmer united Upper Egypt and Lower Egypt. Some historians think Narmer actually represents several kings who gradually joined the two lands. The merging of Upper Egypt and Lower Egypt occurred in about 3100 B.C. Historians divide the history of ancient Egypt into the Old Kingdom, the Middle Kingdom, and the New Kingdom. It was during the Old Kingdom, which began in about 2575 B.C., that the pyramids most people associate with Egypt were built.

The First Dynasties The first dynasty of the Egyptian empire began when the country was unified. The first three Egyptian dynasties predate the Old Kingdom. A dynasty (DY•nuh•stee) is a line of rulers from the same family. When a king died, one of his children usually took his place as ruler. The order in which members of a royal family inherit a throne is called the **succession**. More than 30 dynasties ruled ancient Egypt.

Pyramids These structures, called pyramids, were built as monuments over the



Pharaohs Rule The king of Egypt became known as the pharaoh (FAIR•oh). Pharaoh meant "great house," and it was originally used to describe the king's palace. Later it became the title of the king himself. The pharaoh ruled from the capital city of Memphis.

The ancient Egyptians thought the pharaoh was a child of the gods and a god himself. Egyptians believed that if the pharaoh and his subjects honored the gods, their lives would be happy. If Egypt suffered hard times for a long period, the people blamed the pharaoh for angering the gods. In such a case, a rival might drive him from power and start a new dynasty.

Because the pharaoh was thought to be a god, religion and government were not separate in Egypt. Priests had a lot of power in the government. Many high officials were priests.



EVALUATE Explain what Egypt's government was like after it was united.

Khufu's Great Pyramid



V KEY QUESTION How did the pharaoh Khufu proclaim his glory?

The first rulers of Egypt were often buried in an underground tomb topped by mud bricks. Soon, kings wanted more permanent monuments. They replaced the mud brick with a small pyramid of brick or stone. A pyramid is a structure shaped like a triangle, with four sides that meet at a point.

About 2630 B.C., King Djoser (ZHOH•suhr) built a much larger pyramid over his tomb. It is called a step pyramid because its sides rise in a series of giant steps. It is the oldest-known large stone structure in the world.

The Great Pyramid About 80 years later, a pharaoh named Khufu (KOO•FOO) decided he wanted a monument that would show the world how great he was. He ordered the construction of the largest pyramid ever built. Along its base, each side was about 760 feet long. The core was built from 2.3 million blocks of stone.

Building the Great Pyramid was hard work. Miners cut the huge blocks of stone using copper saws and chisels. These tools were much softer than the iron tools developed later, so the work was slow and difficult. Other teams of workers pulled the stone slabs up long, sloping ramps to the place where each slab would be used on the pyramid. Workers dragged each heavy block hundreds of feet and then set it in place.

▲ The Double **Crown** This crown combined the white crown of Upper Egypt and the red crown of Lower Egypt. It symbolized a united kingdom. What purpose

might this crown

have served for

the pharaoh?

Farmers did the heavy labor of hauling stone during the season when the Nile flooded their fields. Skilled stonecutters and **overseers** worked year-round. The Great Pyramid took nearly 20 years to build. An estimated 20,000 Egyptians worked on it. A city called Giza (GEE•zuh) was built for the pyramid workers and the people who fed, clothed, and housed them.

Grave Robbers Eventually, Egyptians stopped building pyramids. One reason is that the pyramids drew attention to the tombs inside them. Grave robbers broke into the tombs to steal the treasure buried with the pharaohs. Sometimes they also stole the mummies.

Egyptians believed that if a tomb was robbed, the person buried there could not have a happy afterlife. During the New Kingdom, pharaohs began building secret tombs in an area called the Valley of the Kings. The burial chambers were hidden in mountains near the Nile. This way, the pharaohs hoped to protect their bodies and treasures from robbers.

As hard as the pharaohs tried to hide themselves, robbers stole the treasures from almost every tomb. The only tomb of a pharaoh from the New Kingdom that escaped robbery was that of Tutankhamen (TOOT•ahng•KAH•muhn). It was discovered in 1922. The dazzling riches found in this tomb show how much wealth the pharaohs spent preparing for the afterlife.



SUMMARIZE Explain how the pharaoh Khufu proclaimed his glory.

History Makers

Khufu (ruled during the 2500s B.C.)

Khufu (shown at right) was one child who followed his father's example. His father, Snefru (SNEHF•roo), was a warrior king who brought prosperity to Egypt. Snefru celebrated his deeds by building the first true pyramid as his burial monument.

Khufu liked the pyramid's design, but decided that bigger was better. His Great Pyramid was the tallest structure on Earth for over 4,300 years. Sadly, the spectacular riches of his pyramid tomb were stolen by grave robbers long ago. The only object left from Khufu's funeral is a ship discovered in 1954. This 125-foot-long ship was meant to transport Khufu's soul through the afterlife along the path of the sun god.

CRITICAL THINKING

Make Inferences Why might Khufu have wanted to build a pyramid that was even larger than his father's?



Middle Kingdom



KEY QUESTION What did Amenemhet I do to help strengthen his rule?

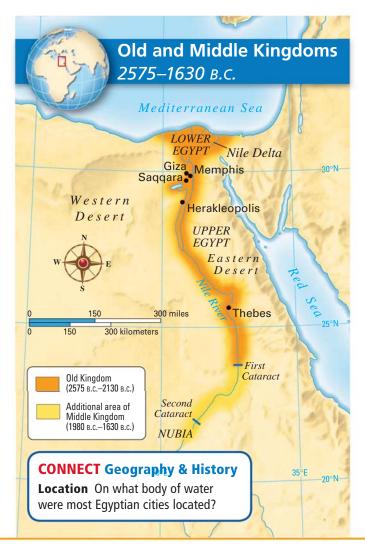
By about 2160 B.C., the central power of the pharaohs began to break down. Disunity, civil war, and invasions plagued Egypt for just over 100 years. The rise of the pharaoh Mentuhotep II in 2055 B.C. brought some stability. The period that followed is called the Middle Kingdom.

Connect to Tradition Although Mentuhotep was able to reunite Egypt, the Middle Kingdom's high point began 70 years later. The pharaoh Amenemhet I founded the Twelfth Dynasty in 1985 **B.C.** He was not a member of the royal line, so his claim to the throne was shaky.

Amenemhet claimed an ancient prophecy supported his cause. He circulated the *Prophecy of Neferti* that supposedly dated from the time of Snefru, a much-revered Fourth Dynasty pharaoh. It foretold the coming of a king, Ameni, who would save Egypt from chaos. In truth, Amenemhet himself had this story written to connect him to Snefru and show that his kingship was meant to be. He ruled for 29 years, and the Twelfth Dynasty carried on for over 200 years.

Strength and Prosperity The pharaohs of the Twelfth Dynasty used their military might to extend Egypt's boundaries to the south. They wanted to take control of Nubia's resources, especially its gold. Pushing south along the Nile, they reached well beyond the second cataract by 1800 B.C. After each successful campaign, fortresses were built to keep control of the new territories and to help keep the gold flowing into Egypt's treasury.

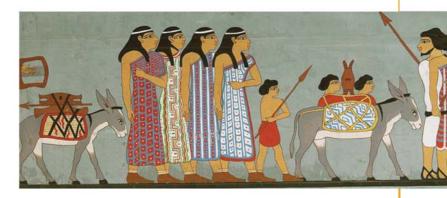
Agriculture got a huge boost in the Middle Kingdom. South and west of Saqqara was a marshy area known as the Faiyum. Successive pharaohs worked to drain these vast swamps so they could be used for planting. They did this by digging canals and building dams to redirect water that might otherwise collect there. This project put as many as 150,000 new acres under the plow. The increase in food production made Egypt even stronger.



Overall, Egypt thrived during the Twelfth Dynasty period of the Middle Kingdom. The arts (especially literature) flourished, trade expanded throughout the Mediterranean and eastward into Asia, and the succession of pharaohs was stable and orderly.

Decline and Overthrow

The rule of the Thirteenth Dynasty was much weaker. During this period, people from east of the Sinai Peninsula, referred to as "Asiatics" (people from Asia) in Egyptian texts, began to immigrate to the eastern part of the Nile Delta. Finally, a



group the Egyptians called the Hyksos (HIHK•sohs) invaded Egypt from Palestine and Syria. They conquered much of Lower Egypt by 1630 B.C., with the help of better weapons and horse-drawn chariots, which were new to the Egyptians. After about 100 years, the Egyptians drove out the Hyksos and began the New Kingdom. You will study this period in Section 4.

▲ Asiatics This Middle Kingdom tomb painting shows migrants from Palestine, "Asiatics," who settled in the eastern Delta area during this time.



RECOGNIZE PROPAGANDA Explain how Amenemhet I strengthened his rule.

3 5

Section Assessment



Terms & Names

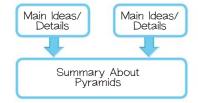
1. Explain the importance of

dynasty pharaoh step pyramid succession pyramid Khufu

Use Your Reading Notes

2. Summarize Use your completed diagram to answer the following question:

What was the purpose of the pyramids?



Key Ideas

- **3.** Why were religion and government not separate in ancient Egypt?
- **4.** Why did the pharaohs of the New Kingdom stop building pyramids?
- **5.** What group was able to conquer Egypt during the Middle Kingdom?

Critical Thinking

- **6. Find Main Ideas** What were the main successes achieved by pharaohs of the Middle Kingdom?
- 7. Draw Conclusions Did pyramids accomplish their purpose? Explain your answer. Consider what they did for a pharaoh while he lived and after he died.



Internet Activity Use the Internet to research the Bent Pyramid of Snefru. Write a two-page report on this early, unique structure. Include a sketch of the pyramid in your report. **INTERNET KEYWORDS:** Bent Pyramid, Snefru

The Great Pyramid

Elick here to enter the Great Pyramid @ ClassZone.com

PYRAMIDS

The Great Pyramid of Khufu is Egypt's largest pyramid, originally standing 481 feet high. For more than 4,000 years, it stood as the world's tallest building.



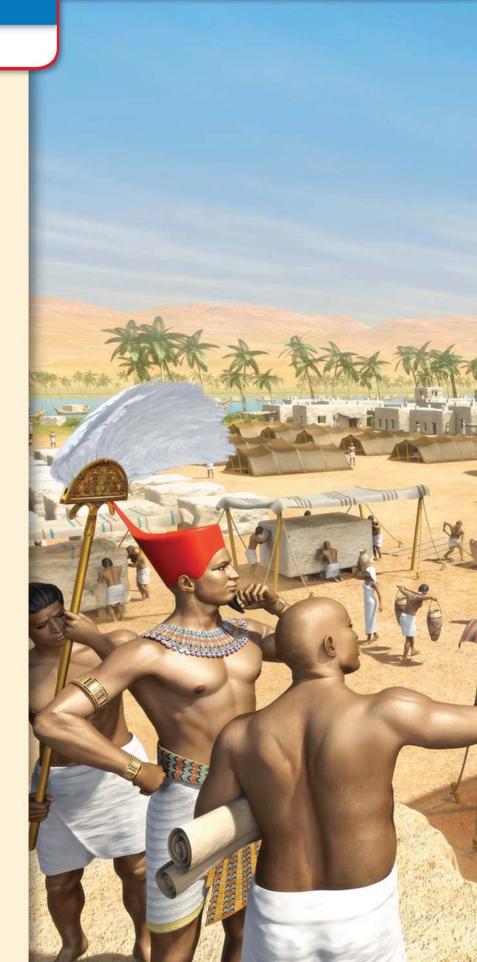
(a) Click here to visit the pyramids of Egypt today. Learn about the rulers of ancient Egypt and their belief in the afterlife.



(Click here to see how a pyramid was built. Learn about the materials and methods and the people who built them.



(a) Click here to explore the passageways and chambers of the Great Pyramid's interior.





Section **4**

Reading for Understanding

Key Ideas

BEFORE, YOU LEARNED

In the Old and Middle kingdoms, Egyptian civilization grew and accomplished great things before experiencing periods of decline.

NOW YOU WILL LEARN

The New Kingdom was another period of advancement for Egypt.

Vocabulary

TERMS & NAMES

Hatshepsut (hat • SHEHP • SOOT) woman pharaoh who strengthened Egypt through trade obelisk (AHB • uh • lihsk) pillar-shaped stone monument

Ramses II (RAM•SEEZ) pharaoh who ruled Egypt for 66 years and greatly expanded the empire by conquering surrounding territories

Kush Nubian kingdom that conquered all of Upper and Lower Egypt in the 700s B.C.

Piye (py) king of Kush around 750 B.C., who gained control of Egypt, becoming pharaoh and uniting Egypt and Kush

BACKGROUND VOCABULARY

incense substance that is burned to produce a pleasant odor

Hittites group of people who lived in modern-day Turkey and northern Syria

REVIEW

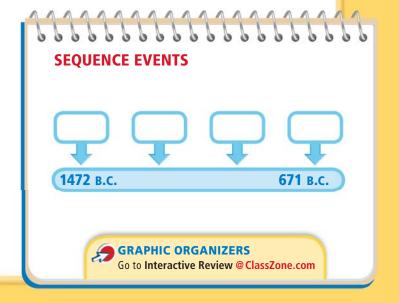
empire group of territories and peoples brought together under one supreme ruler

Reading Strategy

Re-create the time line shown at right. As you read and respond to the **KEY QUESTIONS**, write down important events discussed in this section. Be sure to note the year in which each event occurred. Add as many text bubbles as you need to include all of the important events.



See Skillbuilder Handbook, page R5.



The New Kingdom and Kush

Connect to What You Know As you read in Section 3, powerful pharaohs liked to build great monuments. The New Kingdom had several great pharaohs who continued this pattern.

A Woman Pharaoh

V

KEY QUESTION What was the significance of Queen Hatshepsut's rule?

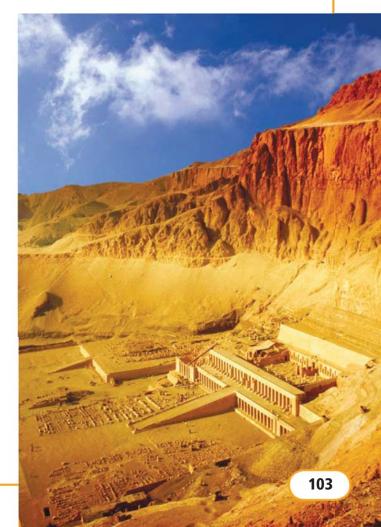
The New Kingdom included some of Egypt's most powerful rulers. These pharaohs set up a new capital city of Thebes, 450 miles south of the old capital at Memphis. They strengthened Egypt by further expanding the empire.

Taking Power Queen Hatshepsut (hat•SHEHP•soot) was the first woman to rule as pharaoh. She was the wife of a pharaoh who died soon after he took power. Hatshepsut then ruled with her stepson, Thutmose III (thoot•MOH•suh). In 1472 B.C., she declared herself the only ruler. She wore a false beard reserved for pharaohs alone.

Trade Grows Most New Kingdom pharaohs expanded Egypt by waging war. Hatshepsut used other methods as well. She wanted to make Egypt richer through trade. Her biggest trading expedition crossed the Eastern Desert to the Red Sea. Large ships sailed south to an African land called Punt (punt). Traders brought back rare herbs, spices, scented woods, live monkeys, and potted trees for making **incense**.



Hatshepsut's
Temple Queen
Hatshepsut had this
temple constructed to
honor herself. It was cut
into a mountain.



Hatshepsut's Legacy Like other pharaohs, Hatshepsut was eager to proclaim her glory. One type of monument she erected was the obelisk (AHB•uh•lihsk). An obelisk is a four-sided shaft with a pyramid-shaped top. (See page 87.) Hatshepsut had tall obelisks carved from blocks of red granite. On them, artisans used hieroglyphs to record her great deeds.

After ruling 15 years, Hatshepsut disappeared. She may have died peacefully, or Thutmose III may have killed her. After her death, Thutmose became pharaoh and tried to destroy all records of Hatshepsut's reign. We know about her because archaeologists restored her damaged temple and tomb.



ANALYZE EFFECTS Explain how Queen Hatshepsut's rule affected Egypt.

A Reforming Pharaoh



KEY QUESTION How did Akhenaton try to change Egyptian religion?

As you read earlier, the Egyptians believed that angry gods caused suffering. Even so, one pharaoh dared to defy the gods.

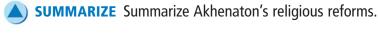
A New Belief When Akhenaton (AHK•uh•NAHT•uhn) became pharaoh in 1353 B.C., he lifted a sun god called Aton to the highest status. He then closed the temples of other gods. In this way, he promoted the worship of one god for the first time in Egyptian history. Priests who served the other gods suddenly lost power. They also feared that the pharaoh's actions had angered the old gods.

Akhenaton's new ways of thinking affected art. In the past, Egyptian artwork usually tried to show perfect images of the pharaohs. In the Middle Kingdom, small steps toward realism began to appear. But under Akhenaton, a pharaoh was shown realistically for the first time. For example, carvings of Akhenaton show his large stomach.

Reform Ends Akhenaton's new religion did not last long. Three years after his death, a young relative named Tutankhamen became pharaoh in 1333 B.C. This boy relied on advisers to help him rule Egypt. They convinced Tutankhamen to reject the new religion and worship the old gods.



Nefertiti Historians consider this bust to be a realistic image of Akhenaton's wife, Nefertiti **How is this** sculpture of Nefertiti different from earlier Egyptian art styles? ▼



A Powerful Pharaoh



V KEY QUESTION What methods did Ramses II use to expand Egypt?

In 1279 B.C., Ramses II (RAM•SEEZ) took the throne. His 66-year reign was among the longest in history.

Empire Builder Unlike

Hatshepsut, Ramses II—also called Ramses the Great—wanted to make Egypt powerful through war. Under Ramses' rule, Egypt extended its territory south into the African kingdom of Nubia. The **empire** also stretched to the eastern rim of the Mediterranean Sea, where it bordered the empire of the **Hittites**.

The Egyptians and Hittites had long been enemies. Soon after he became pharaoh, Ramses led an army into battle against the Hittites. Nobody

really won the battle, but Ramses claimed victory. His real success came after the battle, when he negotiated the first known peace treaty in world history with the Hittites.

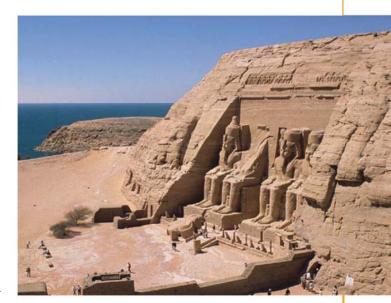
Ramses was bold in honoring himself. He built a city called Pi-Ramses, or the House of Ramses, in the eastern Delta. (See the map on page 77.) At Abu Simbel, south of the first cataract, four 66-foot statues of Ramses guarded his temple. The statues' ears were three feet long! Unlike Akhenaton, Ramses did not want his statues to show how he really looked. He wanted to appear godlike.

Ramses II reigned until 1213 B.C., when he was over 90 years old. Having one ruler for 66 years made the Egyptian government stable. His reign was also a time of peace. After the treaty with the Hittites, no enemy threatened Egypt while Ramses ruled.

Egypt's Decline Egypt was never quite the same after Ramses died. Gradually, the central government weakened. After about 1070 B.C., a series of foreign powers ruled Egypt for much of the next 1,000 years.

The Persians conquered Egypt in 525 B.C. Later, in 332 B.C., Alexander the Great of Macedonia took over, beginning 300 years of Greek rule. (You will read about Alexander the Great in Chapter 8.) Before the Persians and the Greeks, however, the Nubian Kushite kingdom ruled Egypt.

SUMMARIZE Describe the methods Ramses II used to expand Egypt.



▲ Abu Simbel Four giant statues of Ramses quarded his temple at Abu Simbel, which was near the Nile. Each statue was as tall as a six-story building.

Nubia and the Kush Civilization



KEY QUESTION How were Egypt and Kush connected?

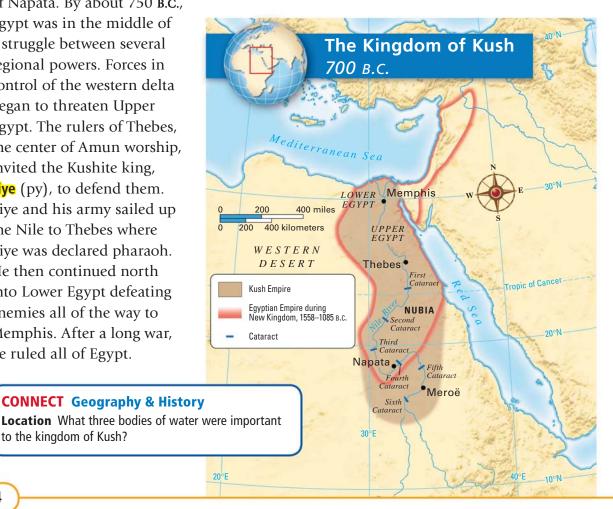
Egypt controlled parts of Nubia from about 2000 B.C. to 1000 B.C. As the central authority of the Egyptian state broke down at the end of the New Kingdom, separate ruling groups came to dominate Lower and Upper Egypt. These less-powerful rulers were unable to exert control in Nubia. In time, a Nubian kingdom called Kush became a power in the region.

Cultural Relations Between Egypt and Kush Periods of time when Egypt ruled Nubia resulted in cultural exchanges. Egypt influenced the art of Nubia, including Kush. Young Kushite nobles went to Egypt where they learned the Egyptian language. They adopted the customs and clothing styles of the Egyptians and brought royal rituals and a hieroglyphic writing system back to Kush. Egyptian pyramids were also copied in Kush, and Nubians worshiped some of the gods sacred to Egyptians.

Kush Rises to Power When Egyptian influence in Nubia declined, around 1000 B.C., the worship of Amun continued in the Kushite capital

of Napata. By about 750 B.C., Egypt was in the middle of a struggle between several regional powers. Forces in control of the western delta began to threaten Upper Egypt. The rulers of Thebes, the center of Amun worship, invited the Kushite king, **Piye** (py), to defend them. Piye and his army sailed up the Nile to Thebes where Piye was declared pharaoh. He then continued north into Lower Egypt defeating enemies all of the way to Memphis. After a long war, he ruled all of Egypt.

to the kingdom of Kush?



Political and Commercial Relations with Egypt Piye united Egypt and Kush. Nubia established its own dynasty, or line of royal rulers, on the throne of Egypt. Piye was declared Egypt's pharaoh. His reign marked the beginning of Egypt's Twenty-Fifth Dynasty. Although he was the pharaoh, Piye did not live in Egypt. Instead, he chose to live in Napata, the capital of Kush.

Napata was located at the head of a road used to move goods around one of the Nile River's cataracts. Traders used the road when boats loaded with goods were unable to navigate the rough water in sections of the river. This led to a lively trade along the Nile. Napata was the center for the spread of Egyptian goods and culture to Kush's other trading partners in Africa and beyond.

The Decline of Kush In 704 B.C., Kushite Egyptian forces battled Assyrians in Palestine. The Egyptians supported a leader there who resisted Assyrian rule. The Assyrians, whose iron weapons were stronger than the Kushites' bronze weapons, won that battle. The two sides fought on and off for years, as Egypt supported other foreign leaders who resisted Assyrian rule. In 671 B.C., the Assyrians invaded and conquered Egypt. This ended Kushite rule in Egypt.



FIND MAIN IDEAS Explain the ways that Egypt and Kush were connected throughout their histories.



Section Assessment



Terms & Names

1. Explain the importance of

Hatshepsut Ramses II Piye obelisk Kush

Using Your Reading Notes

2. Sequence Events Use your completed time line to answer the following question:

Which pharaoh reigned the longest?



Key Ideas

- **3.** How did Akhenaton try to change the way the Egyptians worshiped?
- **4.** Why was the government of Egypt stable under Ramses II?
- **5.** What goods and ideas passed between Egypt and Kush over the centuries?

Critical Thinking

- **6. Form and Support Opinions** Why do you think Thutmose tried to erase all records of Hatshepsut's reign?
- **7. Compare and Contrast** In what ways were the reigns of Akhenaton and Ramses II different?



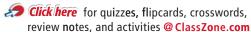
Internet Activity Use the Internet to research one of the pharaohs in this section. Then make a sketch for the pharaoh's Web page.

INTERNET KEYWORD: pharaoh's name

Chapter 4

Assessment

Interactive Review



Ancient Egypts

Geography

- Nile provided silt and water.
- Desert acted as a natural



Science & Technology

- Developed calendar, astronomy, medicine
- Developed written language—hieroglyphs



- Traded around Africa, Mediterranean
- Prospered economically; had many specialized jobs



Belief Systems

- Had many gods, including the pharaoh
- Believed in a happy afterlife



Government

- Upper and Lower Egypt united as one country.
- Pharaohs kept control; priests served as officials.

VOCABULARY

Explain why the words in each set below are linked with each other.

- 1 delta and silt
- 2. scribe and hieroglyph
- 3. dynasty and pharaoh
- 4. Hatshepsut and Ramses II

KEY IDEAS

Gift of the Nile (pages 78–85)

- **5.** Why was the Nile so valuable to Egypt?
- **6.** How did Egyptian farmers use the Nile to expand their farmland?

Life in Ancient Egypt (pages 86–93)

- **7.** What are the characteristics of the hieroglyphic system?
- 8. Why did the Egyptians embalm bodies?

The Pyramid Builders (pages 94–101)

- **9.** Why did the Egyptians have such great respect for the pharaohs?
- **10.** What items were found inside pyramids?

The New Kingdom and Kush (pages 102–107)

- **11.** What were the important accomplishments of Queen Hatshepsut?
- 12. Why was Ramses II so successful?

CRITICAL THINKING

- **13. Draw Conclusions** How did the geography of Egypt help civilization develop there?
- **14. Analyze Causes and Effects** How did the geography of Egypt affect the building of pyramids and other structures?
- **15. Make Inferences** Why do you think successful agriculture encourages the development of civilizations?

- 1. Writing Activity Choose one artifact from the chapter. Write down the name and page number of the object. Then write a paragraph describing the details of the object and what you like or dislike about it.
- 2. Interdisciplinary Activity— Mathematics Use the Internet to research Egyptian numerals. Make a display showing the Egyptian symbols for 1, 10, 100, and 1000. Make up Egyptian math problems and test your classmates on them.



ONLINE ACTIVITY

Click here to create a multimedia presentation comparing different pyramids @ ClassZone.com



Answer the **ESSENTIAL QUESTION**

How was the success of the Egyptian civilization tied to the Nile River?

Written Response Write a two- or three-paragraph response to the Essential Question. Consider the key ideas of each section and specific details about the role Egypt's geography played throughout its history. Use the rubric to guide your thinking.

RESPONSE RUBRIC

A strong response will

- take into account multiple Egyptians' views on the Nile
- apply facts about the Nile to Egypt's social, economic, and political systems

Standards-Based Assessment



- Online Test Practice @ ClassZone.com
- Test-Taking Strategies and Practice at the front of this book

Read Charts Use the chart below to answer the questions.

Pyramids Around the World			
PYRAMID	LOCATION & APPROX. DATE	HEIGHT (feet)	NOTES
Djoser step pyramid	Saqqara, Egypt 2630 B.C.	197	First step pyramid
Bent pyramid	Dahshur, Egypt 2600 в.с.	345	First attempt at a true pyramid
Khufu's Great Pyramid	Giza, Egypt 2550 B.C.	482	True pyramid
Pyramid of the Sun	Teotihuacán, Mexico 100 B.C.	213	Step pyramid
Temple of the Giant Jaguar	Tikal, Guatemala A.D. 700	148	Step pyramid

Sources: Encyclopaedia Britannica; World Book

1. Which of the following pyramids is not in Egypt?

- A. Djoser step pyramid
- **B.** Bent pyramid
- C. Khufu's Great Pyramid
- **D.** Temple of the Giant Jaguar

2. Which of the following is tallest?

- A. Djoser step pyramid
- **B.** Bent pyramid
- **C.** Pyramid of the Sun
- D. Temple of the Giant Jaquar

Chapter

5

Ancient India



Essential Question

How do India's rich history and culture affect the world today?

ARABIAN PENINSULA

CONNECT

Geography & History

Use the map and the time line to answer the following questions.

- 1. What are six of the important rivers of India?
- 2. Alexander the Great invaded India. From which direction would he have invaded and what river would he have had to cross?

2500 B.C.

Well-planned cities are thriving by the Indus River.

◀ (necklace, 3000 to 2000 B.C.)

1500 B.C.Aryans begin to migrate into India.

INDIA

2500 в.с.

0 в.с. 2000 в.с.

1500 в.с.

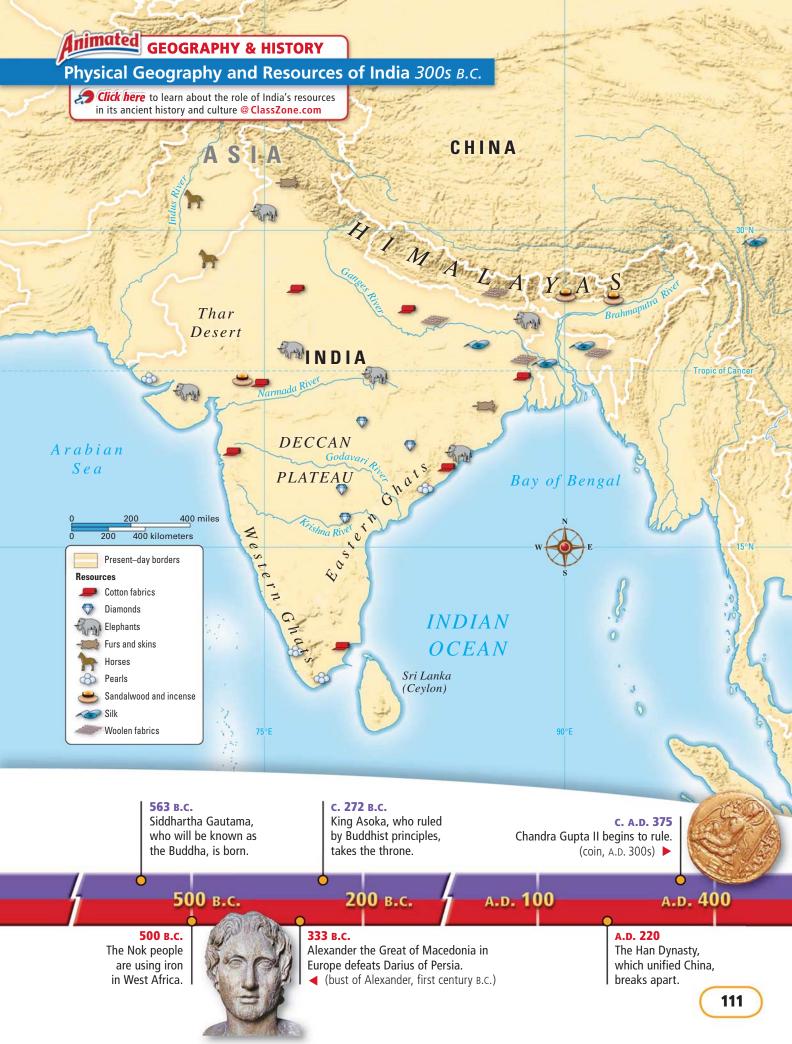
WORLD



1472 в.с.

Queen Hatshepsut begins to rule Egypt.

◀ (statue of Hatshepsut, late 1400s B.C.)



Section 1

Reading for Understanding

Key Ideas

BEFORE, YOU LEARNED

Ancient civilizations such as the Sumerian, Persian, Hebrew, and Egyptian had rich cultures and histories.

NOW YOU WILL LEARN

A complex civilization developed in ancient India that produced a sophisticated urban life as well as a rich culture.

Vocabulary

TERMS & NAMES

subcontinent large landmass that is part of a continent but is considered a separate region
 Hindu Kush (HIHN•doo kush) mountain range to northwest of India

Himalayas (HIHM•uh•LAY•uhz) highest mountains in the world, which stretch along northern India, separating India from China and the rest of Asia

monsoons seasonal wind system that produces a wet or dry season in a region, sometimes with heavy rainfall

Harappan civilization ancient civilization that developed along the Indus River

planned cities cities built according to a design



Visual Vocabulary Himalayas

Reading Strategy

Re-create the chart shown at right. As you read and respond to the **KEY QUESTIONS**, use the chart to make generalizations about the geography of India and Indian life.



See Skillbuilder Handbook, page R12.

MAKE GENERALIZATIONS Geography and Indian Life Physical Geography of India Cities in the Indus Valley Harappan Culture



Geography and Indian Life

Connect to What You Know Have you ever visited a part of the United States with a different climate? Some regions of the country receive much more rainfall than other regions do. As you are about to learn, India has two distinct seasons: a rainy season and a dry season.

Physical Geography of India

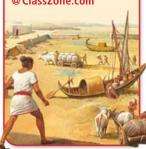
V KEY QUESTION How do mountains and seasonal winds shape the climate of India?

India is a **subcontinent**, which is a large landmass that is part of a continent but is considered a separate region. The subcontinent includes present-day Bangladesh, Bhutan, India, Nepal, and most of Pakistan. It is often referred to as South Asia. The kite-shaped Indian subcontinent used to be a separate landmass. It inched north until it hit Asia. The collision pushed up mountains where the two lands met.

Starting with a Story

Imagine that you live in a city along the Saraswati River and suddenly the river disappears!

Click here to listen to the story @ ClassZone.com



Ganges River The Ganges is one of the major rivers of India. Most Indians consider it holy. As the photograph of Varanasi shows, the banks of the Ganges today are heavily populated. ▼



Mountains and Waterways Those mountains form mountain ranges, including the **Hindu Kush** (HIHN•doo kush) and the **Himalayas** (HIHM•uh•LAY•uhz), the highest mountains in the world. They stretch along northern India, separating India from China and Asia.

The subcontinent's rivers include the Ganges (GAN•JEEZ) and the Indus. These two rivers carry water for irrigation. The silt they deposit makes the land fertile. In ancient times, the Saraswati (SAR•uhs•wuh•tee) river area was home to great cities. However, it dried up, perhaps because of an earthquake.

The Arabian Sea, Indian Ocean, and Bay of Bengal surround India. Ancient Indians sailed these waters to other lands for trade.

Climate The tall mountains help block cold north winds from reaching much of India. As a result, temperatures are generally warm there. In addition, seasonal wind systems called **monsoons** shape India's climate. They produce a wet or dry season in a region, sometimes with heavy rainfalls. The summer monsoon provides rain for India's crops, but these rains can also cause severe floods.



SUMMARIZE Describe how mountains and winds shape India's climate.

CONNECT to Geography

Climate A climate graph can help you understand the physical setting of a region and the conditions under which the region's cultures developed.



Make a Climate Graph

Research examples of bar graphs in your textbook. Learn the meaning of the terms *vertical axis* and *horizontal axis*. Study the chart at right of average monthly rainfall in Islamabad, a city near the ancient site of Harappa.

- 1 On a piece of graph paper, draw the horizontal and vertical axes. Below the horizontal axis write the names of all 12 months.
- 2 For each month, draw a bar whose height indicates the average amount of rainfall.

Average Monthly Rainfall in Islamabad. Pakistan graph paper colored markers Month Rainfall (inches) pencils or pens 2.3 Jan. ruler Feb. 2.1 2.7 Mar. Apr. 2.1 May 1.6 1.2 June 10.1 July Aug. 9.9 Sep. 3.8 Oct. 1.0 Nov. 0.7 Dec. 1.6 Source: www.worldclimate.com

Materials

Cities in the Indus Valley



KEY QUESTION Why was the earliest Indian civilization located near the **Indus River?**

Huge earth mounds dot the Indus Valley. Near them, people found burnt bricks and tiny stone seals covered with a mysterious writing. These finds led to further exploration of the mounds. Archaeologists uncovered the ruins of an ancient civilization.

Early Inhabitants History in the Indus River valley followed the same pattern as in Sumer and Egypt. As in other regions, civilization along the Indus River began with agriculture. The earliest farmers raised wheat and barley. By 3000 B.C., they were growing cotton and making it into fabric—the first people in Asia to do so. They domesticated cattle, sheep, goats, and chickens. They also learned how to make copper and bronze tools.

People in the villages traded with one another. Over time, the Indus Valley people began to trade with people from farther away. The wealth they gained from trade helped them to develop a more complex culture.



▲ Indus Valley Seal This seal clearly shows an elephant, but scholars don't know why. No one has figured out how to read the pictographs above the animal.

Great Cities By 2500 B.C., some villages had grown to be great cities. The Indus and Saraswati valleys contained hundreds of cities. At least 35,000 people may have lived in the largest and best-known cities, Mohenjo-Daro (moh•HEHN•joh•DAHR•oh) and Harappa (huh•RAP•uh). Harappa gave its name to the entire culture. Today the ancient culture that developed along the Indus River is called Harappan civilization.

This civilization featured planned cities, which were cities built according to a design. Architects surrounded these cities with heavy brick protective walls. City streets crossed each other in a neat grid with square corners. Along the streets were homes, shops, and factories. The cities also had large public buildings that may have been used for religious or government functions.

Harappa itself is a good example of this city planning. The city was partially built on mud-brick platforms to protect it from flooding. A thick brick wall about three and a half miles long surrounded it. Inside was a citadel that provided protection for the royal family and also served as a temple. The streets in its grid system were as wide as 30 feet. Walls divided districts from each other. Houses varied in size. Narrow lanes separated rows of houses that were laid out in blocks.

Dealing with Problems People in large cities always have to deal with the problem of removing human waste. In most ancient cities, people retrieved water from a river or a central well. They dumped waste into open drainage ditches or carted it out of town. By contrast, Harappan cities were very advanced in that area. Almost every house contained a bathroom and a toilet. Underground sewers carried away the waste. No other civilization achieved this level of convenience until the 1800s.

It takes much careful planning and organization to build such complex cities. Because of that, historians believe the ancient Harappans must have had powerful leaders. We do not know if priests or kings or a combination of both ruled the Harappans, but their government must have been strong.



FIND MAIN IDEAS Explain why Indian civilization developed along the Indus River.

Harappan Culture



KEY QUESTION What were the cultural features of Harappan civilization?

A mysterious form of writing covered the stone seals that people found in the ruined cities. Some of those seals may have indicated types of trade goods.

Indus Valley Cities



Citadel Walls
Citadels, or fortresses,
were part of most Indus
Valley cities.



Image not available for electronic use.

Please refer to the image in the textbook.

Some scholars think that the 500 pictographs, or picture signs, of Harappan writing may stand for words, sounds, or both. But they don't really know. No one has yet figured out how to read the writing of the Harappan civilization. Until someone does, the only way we can learn about the civilization is by studying artifacts.

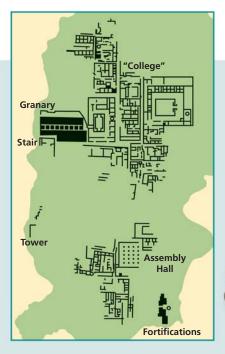
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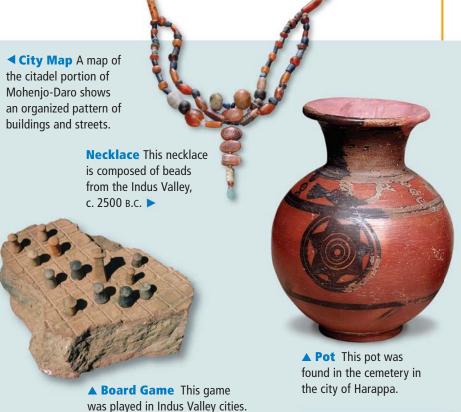
Harappan Religion Archaeologists have not identified the site of any temples for specific deities, or gods, but they have found evidence of religion. Mohenjo-Daro had a huge public bath that may have been used for religious rituals. Archaeologists have found figures of animals, such as bulls, that Indians still regard as holy. They also found clay figurines that may be deities or simply dolls.

Priests likely prayed for good harvests and safety from floods. Religious objects show links to modern Hindu culture. Figures show what look like early likenesses of Shiva, a major Hindu deity. Other figures relate to a mother deity and the worship of a bull. All of these became part of later Indian civilization.

A Widespread and Prosperous Culture People across a wide region shared Harappan culture. Harappan cities spread across an area that was about 500,000 square miles in size. That region was nearly twice as big as Texas is today. Even so, these cities shared a common design. Those shared designs show how widely the culture had spread.



■ Mohenjo-Daro The city streets were at right angles and the walls were well built.



Ancient India • 117

Culture and Trade Harappan people used standard weights and measures. Across the region, they made similar bronze statues and clay toys. These artifacts show that the Harappans could afford to have more than just basic necessities.

The Harappans gained their wealth from agriculture and trade. Archaeologists have found seals from the Indus Valley as far away as Mesopotamia. These stamps and seals made of carved stone were probably used by the Indus merchants to identify their goods. The Harappans traded timber, ivory, and beads. Mesopotamians sold the Harappans silver, tin, and woolen cloth. Trade began as early as the reign of Sargon of Akkad, around 2370 B.C., and continued for many years.

SUMMARIZE Describe features of Harappan civilization.

Indus Valley Culture Ends

KEY QUESTION Why did Indus Valley civilization decline?

Around 1700 B.C., the quality of buildings in the Indus Valley cities declined. Gradually, the great cities fell into decay. What happened? Some historians think the Indus River changed course so that floods no longer fertilized the fields near the cities. Other scholars suggest that people wore out the valley's land.

The Indus Valley civilization faced many environmental challenges. Among them were the following factors:

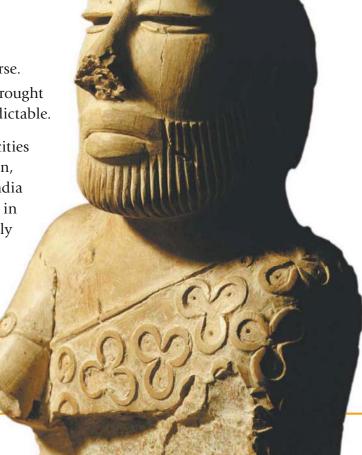
• Yearly floods along the Indus were unpredictable.

• The rivers sometimes changed course.

• The cycle of wet and dry seasons brought by the monsoon winds was unpredictable.

A Mystery Solved? The fate of the cities remained a mystery until the 1970s. Then, satellite images of the subcontinent of India revealed evidence of ancient movements in the earth's crust. This movement probably caused earthquakes and floods. The movement also probably altered the course of the Indus River.

> **Priest King** Scholars believe this sculpture is of a priest or king from the ancient city of Mohenjo-Daro.



Impact of Disaster Some cities along the river apparently suffered through these disasters and survived. Other cities were destroyed. The shifts may have caused another river, the Saraswati, to dry up. Trade on this river became impossible, and cities began to die.

Harappan agriculture, also, would have been influenced by these events. It is likely that these changes prevented production of large quantities of food. This too may have forced people to leave the cities in order to ensure their survival.

Influence of Nomads Another factor might have had an impact on the Indian subcontinent. A nomadic people from north of the Hindu Kush mountains swept into the Indus Valley around 1500 B.C. Indian civilization would grow again under the influence of these nomads, as you will learn in Section 2.



Farmers used these tools for tasks such as weeding

and leveling soil.



ANALYZE CAUSES Explain why Indus Valley civilization declined.

Section Assessment

ONLINE QUIZ For test practice, go to Interactive Review @ ClassZone.com

Terms & Names

1. Explain the importance of subcontinent Himalavas

Harappan civilization planned cities Hindu Kush monsoons

Use Your Reading Notes

2. Make Generalizations Use your completed chart to answer the following question: What are advantages and disadvantages of having monsoons?

Geography and Indian Life		
Physical Geography of India		
Cities in the Indus Valley		
Harappan Culture		

Key Ideas

- **3.** What evidence showed archaeologists that an ancient civilization had existed in the Indus Valley?
- 4. What economic activities allowed Harappan civilization to begin along the Indus and Saraswati rivers?
- **5.** What evidence suggested that Harappan civilization was prosperous?

Critical Thinking

- 6. Formulate Historical Ouestions What questions do you still have about Harappan culture?
- 7. Analyze Causes and Effects What are two effects of India's great rivers?



Do a Dig Find a toy, tool, or object in your house or classroom. Study it and describe it as if you were an archaeologist. List five things that it tells you about its owner.

Section **9**

Reading for Understanding

Key Ideas

BEFORE, YOU LEARNED

The earliest Indian civilization developed near the Indus River and produced writing, a prosperous way of life, and a widely shared culture.

NOW YOU WILL LEARN

A group of nomadic people moved into India and developed a system of social classes and a belief system that developed into Hinduism.

Vocabulary

TERMS & NAMES

Aryans (AIR•ee•uhnz) group of Indo-Europeans who are believed to have migrated to the Indian subcontinent

caste social class a person belongs to by birth
Brahmanism early religion of the Aryans
Hindusim modern name for the major religion
of India, which developed from Brahmanism
reincarnation rebirth of a soul in another body
karma in Hinduism, the consequences of a
person's actions in this life, which determine his
or her fate in the next life

BACKGROUND VOCABULARY

dialects varieties of a language spoken in different regions or countries

REVIEW

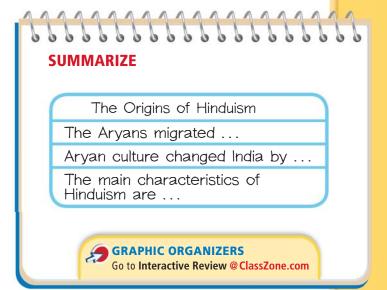
migration process of relocating to a new region

Reading Strategy

Re-create the chart shown at right. As you read and respond to the **KEY QUESTIONS**, use the chart to summarize ideas about the origins of Hinduism.



See Skillbuilder Handbook, page R4.



The Origins of Hinduism

Connect to What You Know In an earlier chapter, you learned how Egypt battled the Hittites. The Hittites belonged to a group of peoples who all spoke dialects of a language called Indo-European. Scholars believe that the Indo-Europeans may have originally come from Central Asia.

Aryans Move Into India

KEY QUESTION Who were the Aryans?

Most Indo-Europeans were nomads. They lived in family groups, or clans, and herded cattle, sheep, and goats. They also were warriors who rode horse-driven chariots. They fought with long bows and arrows and with bronze axes.

The Indo-European Migrations Around 2000 B.C., something drove the Indo-Europeans from their homeland in a wave of migrations. Historians do not know if a drought, a plague, or an invasion made them leave. Different groups moved to different regions. The Hittites went to Southwest Asia, and many other Indo-Europeans settled in parts of Europe.

▲ Shiva One of the most important deities of Hinduism is Shiva. This statue shows him dancing on the demon of ignorance.

Hindu Kush This mountain range runs along the northwest border of the Indian subcontinent. What obstacles might the **Indo-Europeans** have encountered in migrating to India? ▼



The Aryan Migrations In about 1500 B.C., the Aryans (AIR•ee•uhnz), a group of Indo-Europeans, are believed to have migrated to the Indian subcontinent. In contrast to the citydwelling Harappans, the Aryans were herders who lived in simple houses. They spoke an Indo-European language called Sanskrit.

Did Aryan warriors in chariots conquer the walled cities and force the Harappans to flee south? For years, history books told that story. But new research suggests a different tale. Two hundred years before the Aryans arrived, Harappan cities lay in ruins. This destruction may have been the result of earthquakes and floods.



SUMMARIZE Identify the Aryans.

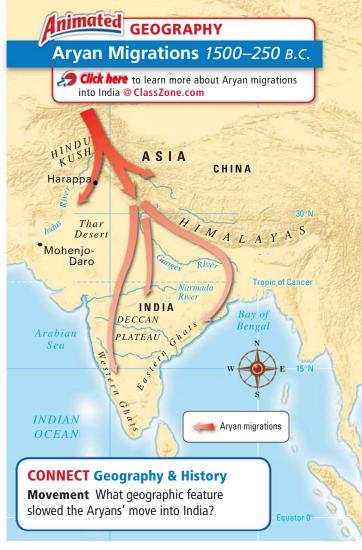
Changes to Indian Life



KEY QUESTION How was Aryan society organized? The Aryans entered India gradually. They practiced a religion that appealed to many Dravidians—the people living in India when they arrived. As a result, Aryan religion and language spread. In turn, the Dravidians taught the Aryans about city life. Because of these interactions, India developed a complex, blended culture.

Social Structure Aryan society was organized into classes: warriors, priests, and commoners. As Indian society grew more complex, these classes developed into what was later called the caste system. A **caste** is a social class that a person belongs to by birth. These castes became associated with different jobs. Broadly, those groups are organized into four categories. The Brahmans were priests, scholars, and teachers. The Ksatriya were rulers, nobles, and warriors. The Vaisya were bankers, farmers, and merchants. The Sudra were artisans and laborers.

Centuries later, another group developed that was considered below all other groups. This group was called the untouchables. They did the jobs no one else wanted, such as disposing of dead bodies.



Aryan Beliefs and Brahmanism The early religion of the Aryans is now called Brahmanism, after the name of the Aryan priests, or Brahmins. The Aryans worshiped many nature deities. The Brahmins made sacrifices to those deities by offering animals to a sacred fire. Over time, the ceremonies became more and more complex. Some lasted for days—or even months. The rituals of the Aryan religion and many hymns to their deities are found in ancient Sanskrit sacred texts called the Vedas. The Vedas are four collections of prayers and instructions for rituals. The most important of the collections is the Rig Veda.

As time passed, Indians began to question how the world came into being. These questions led to changes in the religious ideas of the time. One change was the increasingly widespread belief that all deities were really the expression of one deity.

Later, Indians wrote about their ancient history in such works as the *Mahabharata* (MAH•huh•BAH•ruh•tuh)—an epic poem that retells many legends. The *Bhagavad Gita* (BAH•guh•vahd GEE•tuh) is part of the *Mahabharata*. (See the Primary Source from the *Bhagavad Gita* on the next page.)



CATEGORIZE Describe the Aryan social structure.

COMPARING Languages

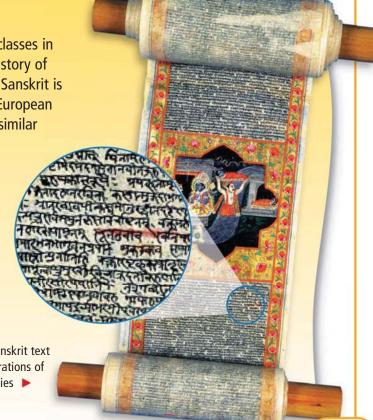
Sanskrit Sanskrit has been used by the educated classes in India for thousands of years. It is important in the history of India because it is the language of the sacred texts. Sanskrit is part of a major group of languages called the Indo-European family. Languages from the same family often have similar words for basic things.

English	father	mother	two	mouse
Sanskrit	pitar	matar	dva	mooshak
Greek	patros	matros	duo	mus
Latin	pater	mater	duo	mus
Spanish	padre	madre	dos	raton
German	vater	mutter	zwei	maus

CRITICAL THINKING

Compare Which word do you think is most alike in all of these Indo-European languages?





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Primary Source

Background The *Bhagavad Gita* tells the story of a warrior, Prince Arjuna. A great war is about to begin. When he looks at the enemy army, Arjuna sees many friends and relatives. He does not want to fight.

With Arjuna is his chariot driver, Krishna. In reality, Krishna (shown at right) is the deity Vishnu in human form. In this excerpt, Krishna tells Arjuna that he must do his duty.

DOCUMENT-BASED QUESTION

What arguments does Krishna use to convince Arjuna that the outcome of the battle is not important?

◄)) from the *Bhagavad Gita*

Translated by Ranchor Prime

Do not hesitate in your sacred duty as a warrior. For a soldier nothing is more sacred than the fight for a just cause. . . .

If you do not take up this just fight, you will fail in your duty and your honor will be lost. . . .

If you die in battle you will enter heaven.

If you win you will enjoy the earth.

Therefore rise and fight with determination.

Fight for the sake of fighting. Look equally on happiness and distress, gain and loss, victory and defeat. In this way you will not incur sin.

Hinduism: The Religion of India



V KEY QUESTION How did the religion of Hinduism develop?

The Bhagavad Gita is an important sacred text of Hinduism. **Hinduism** is the modern name for the major religion of India, which developed from Brahmanism.

Many Deities Hindus worship many deities. Although they believe in many deities, Hindus also recognize one supreme God or life force. Hindus consider the other deities to be parts of the one universal God. The three most important of the other deities are Brahma, the creator; Vishnu, the protector; and Shiva, the destroyer. (Shiva destroys the world so that it can be created anew.)

Many Lives Hindus believe in **reincarnation**, which means that each person has many lives. What a person does in each life determines what he or she will be in the next life, according to a belief called karma. In Hinduism, this is the belief that the consequences of a person's actions in this life determine his or her fate in the next life.

Reincarnation creates a repeating cycle of birth, life, death, and rebirth. The cycle ends only when a person achieves a mystical union with God. To achieve that, a person must come to realize that his or her soul and God's soul are one.

Many Paths to God Hindus believe they connect with God by following their own individual path. Part of that path concerns one's job, which is linked to the caste system. Devout Hindus must faithfully carry out their assigned duties in life.

Hindus have a choice of spiritual practices to grow closer to God. Two of these are also popular with many non-Hindus. Meditation is the practice of making the mind calm. Yoga is a complex practice that includes exercise, breathing techniques, and diet. In the next section, you will learn about other important religions in India.



▲ Hindu Temple

Shown is the entrance to the Sachiya Mata Temple complex in northwest India.



MAKE GENERALIZATIONS Describe the development of Hinduism.

2

Section Assessment



Terms & Names

1. Explain the importance of

Aryans Brahmanism reincarnation caste Hinduism karma

Use Your Reading Notes

2. Summarize Use your completed chart to answer the following question:

How did Hinduism grow out of the beliefs of Brahmanism?

The Origins of Hinduism

The Aryans migrated ...

Aryan culture changed India by ...

The main characteristics of Hinduism are ...

Key Ideas

- **3.** How did the Aryan culture differ from Harappan culture?
- **4.** What was the social structure of the Aryan caste system?
- **5.** How does karma relate to reincarnation?

Critical Thinking

- **6. Find Main Ideas** What changed the long-held theory that Aryans drove out the Harappan people?
- **7. Draw Conclusions** What values of a warrior culture does the passage from the *Bhagavad Gita* express?



Internet Activity Use the Internet to learn about Hindu customs concerning one of these topics: the Ganges River, cows, funerals, diet. Present your findings to the class in an oral presentation.

INTERNET KEYWORDS: Hinduism, Ganges

Section 3

Reading for Understanding

Key Ideas

BEFORE, YOU LEARNED

A group of nomadic people migrated into India, interacted with the people already there, and produced a distinctive culture and religion.

NOW YOU WILL LEARN

Many major religions developed in India, including Hinduism, Buddhism, and Jainism.

Vocabulary

TERMS & NAMES

ahimsa (uh•HIHM•SAH) nonviolence

Buddhism religion that began in India and is
based on the teaching of Siddhartha Gautama

Siddhartha Gautama (sihd•DAHR•tuh
GAW•tuh•muh) founder of Buddhism also known
as the Buddha, or "enlightened one"

nirvana (neer • VAH • nuh) in Buddhism, a state of wisdom that breaks the cycle of reincarnation

dharma (DAHR•muh) collective teachings of the Buddha, often represented by a wheel

Asoka (uh•SOH•kuh) greatest Maurya king who began to rule in 272 B.C.

BACKGROUND VOCABULARY

enlightened having spiritual knowledge or understanding

spies secret agents who obtain information about an enemy

flourished to have done well; prospered **estimated** guessed; calculated roughly

REVIEW

empire group of territories and peoples brought together under one supreme ruler

Reading Strategy

Re-create the Venn diagram shown at right. As you read and respond to the **KEY QUESTIONS**, use the diagram to compare and contrast the Maurya and Gupta empires.



See Skillbuilder Handbook, page R8.



Buddhism and India's Golden Age

Connect to What You Know As you know, Hinduism is the modern name for the major religion that is practiced in India. Other religions also had their beginnings in India. One of these is the religion of Jainism. Jains teach *ahimsa* (uh•HIHM•SAH), which means "nonviolence." Jains practice *ahimsa* very strictly. They believe that every living thing has a soul and should not be hurt. Some Jains even wear masks to avoid breathing in insects.

The Rise of Buddhism

V KEY QUESTION What are the main teachings of the religion of Buddhism?

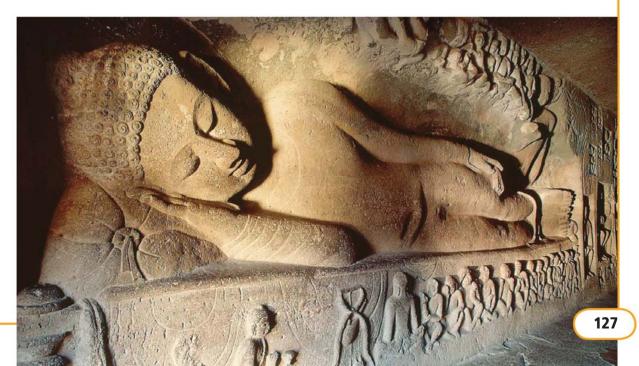
Another major world religion, called Buddhism, also began in India. **Buddhism** is based on the teachings of **Siddhartha Gautama** (sihd•DAHR•tuh GAW•tuh•muh). He was a prince who gave up his wealth and position to try to understand the meaning of life. Later, when he began to teach what he had learned, he was called the Buddha, or "**enlightened** one."



▲ Lion Asoka had his laws carved on pillars such as the one above. What might have been the reason for carving laws on pillars?

Resting Buddha

This carving of a sleeping Buddha is in the Ajanta Caves in India. ▼



History Makers

Siddhartha Gautama (c. 563 to 483 B.C.)

According to Buddhist teaching, as Siddhartha Gautama sat meditating, an evil spirit tempted him to stop seeking truth. First the spirit sent beautiful women, but Siddhartha ignored them. Then flaming rocks began to rain down on him. But as they drew close to Siddhartha, they became flower petals. Finally, the evil spirit asked what right Siddhartha had to look for truth. Siddhartha touched the ground, and a voice thundered, "I bear you witness"—which means to testify in one's favor.

That night Siddhartha's meditation grew even deeper, and he received his great insights. He had become the Buddha. The evil spirit decided to tempt him one last time. "No one will understand your deep truths," the spirit taunted.

The Buddha simply answered, "Some will understand."



Make Inferences Why do you think the Buddha searched for truth?



The Buddha's Life and Teachings Siddhartha was born a Hindu prince. A priest had predicted that he would become a wandering holy man. To prevent this, Siddhartha's father sheltered him. Siddhartha did not see old age, illness, death, or poverty until he was 29. When he finally did see such troubles, they upset him. He fled his home to search for peace in a world of suffering.

For six years, Siddhartha starved himself, but this sacrifice did not help him find the answers he sought. Then he sat under a fig tree and meditated until he found understanding. This gave him insights into reality, which he called the Four Noble Truths. First, existence is suffering. Second, that condition comes from wanting what one doesn't have or from wanting life to be different. Third, people can stop suffering by not wanting. Fourth, people can stop wanting by following the Eightfold Path.

The Eightfold Path involved right opinions, desires, speech, actions, job, effort, concentration, and meditation. This path could lead to **nirvana** (neer•VAH•nuh), the end of suffering. Reaching nirvana broke the cycle of reincarnation. The Buddha believed in the practice of *ahimsa*, but he didn't worship Hindu deities. After the Buddha died, his followers gathered his teachings to pass on to others. These collected teachings are called the **dharma** (DAHR•muh), which means the true nature of things. Dharma is often shown as a wheel.



SUMMARIZE Describe the main teachings of Buddhism.

The Maurya Empire



KEY QUESTION What were some of the major achievements of Asoka in his rule of the Maurya empire?

One reason Buddhism became so influential is that a famous Indian king ruled by its teachings. As you will read, he was the third king of the Maurya dynasty, which united India.

A United India For centuries, separate Aryan kingdoms battled each other. Around 550 B.C., Magadha (MAH•guh•duh), a northeastern kingdom, began to gain strength. About 321 B.C., Chandragupta Maurya (CHUHN•druh•GUP•tuh MOWR•yuh) became king of Magadha. He conquered much territory. Chandragupta moved northwest, seizing all the land from Magadha to the Indus. His Maurya **empire** soon covered much of the subcontinent.

Chandragupta controlled his empire by using **spies** to learn what people did and an army of soldiers to keep order. His vast army included 600,000 foot soldiers, 30,000 cavalry, and 9,000 elephants. Many officials ran the government. To pay these people, Chandragupta taxed land and crops heavily. Legend says that he became a nonviolent Jainist monk at the end of his life.

CONNECT Art & History

Images of the Buddha

Ancient Indian artists developed visual symbols to show the Buddha's holiness. These symbols include features such as the topknot of hair.

2 The upraised hand of the Buddha is a gesture that means "Have no fear."

The long earlobes, like the topknot, are lakshana that is, traditional bodily signs of the Buddha.

CRITICAL THINKING

Compare and Contrast

When you compare these two images, what do they suggest about the Buddha?



Asoka, the Buddhist King The greatest Maurya king was Chandragupta's grandson Asoka (uh•SOH•kuh), who began to rule in 272 B.C. Early in Asoka's reign, he fought a bloody war and conquered a neighboring kingdom. Afterwards, Asoka decided to rule by Buddhist teachings. He gave up constant warfare. He tried to rule peacefully by law instead.

Asoka had his policies carved on rocks and pillars. Rocks that survive from his reign advise people to be truthful and kind. Others urge people not to kill living things.

As a result of Asoka's patronage, Buddhism attracted people to join its order of monks. Asoka and the Buddhist rulers that followed him sent missionaries to bring new converts to Buddhism. At the same time, he let people of other religions worship freely. Asoka's officials planted trees, dug wells, set up hospitals, and built rest houses along main roads. These

improvements allowed people to travel in more comfort than before. Better travel conditions helped traders and officials. Such actions demonstrated Asoka's concern for his subjects' well-being. Noble as his policies were, they failed to hold the empire together after Asoka died about 230 B.C.



▲ Vishnu The deity Vishnu remains one of the most popular deities in India. This Indian miniature dates from the 1700s.

Changes to Hinduism The popularity of Buddhism meant that fewer people were worshiping Hindu deities. Early Hinduism had a set of complex sacrifices that only priests could perform. They conducted the rites in Sanskrit, which few people spoke anymore. This caused people to feel distant from the deities. Many people turned to Buddhism instead. Rulers who had come under the influence of Buddhism encouraged this shift.

Then Hindu thought began to change. Poets began to write hymns of praise to the deities Vishnu and Shiva. These poems were written in languages that common people spoke, instead of in Sanskrit.

The poems became popular across India. As a result, many Indians felt a renewed love for their Hindu deities. This renewal of interest in Hinduism occurred at the same time as a decline in Buddhism. Eventually, Buddhism lost most of its followers in India. By that time, however, it had spread to many other countries in Asia.



FIND MAIN IDEAS Identify several of Asoka's major accomplishments.

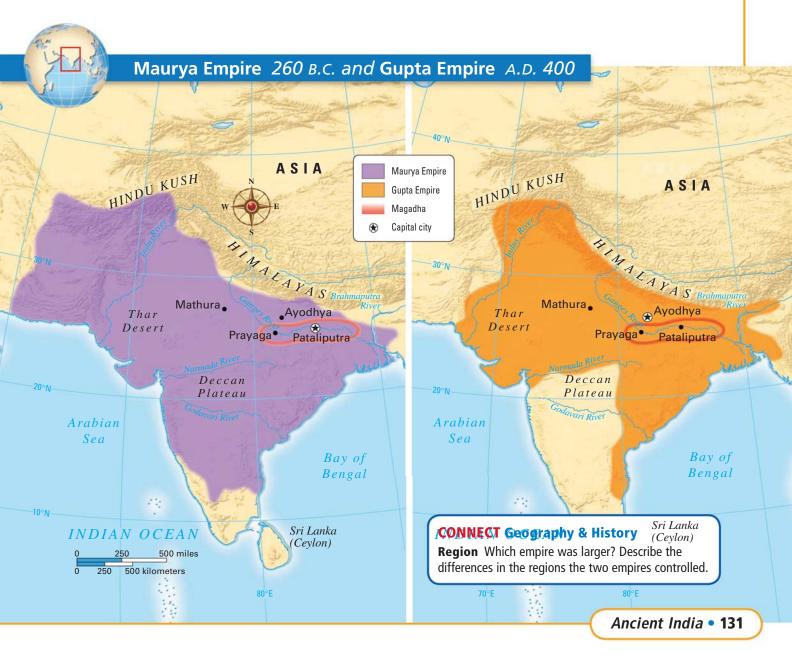
The Golden Age of the Guptas



V) **KEY QUESTION** Why was the period of Gupta rule a golden age for India?

Shortly after Asoka died, the Maurya Empire collapsed because of poor rulers and enemy invasions. Five centuries of conflict followed until the Gupta (GUP•tuh) family took control.

The Gupta Empire Like the Mauryas, the Guptas began as leaders in Magadha. Chandra Gupta I became king in A.D. 320. (He was not related to Chandragupta Maurya.) He immediately married a king's daughter and gained new lands. Later, his son enlarged the empire by fighting wars. But Chandra Gupta's grandson, Chandra Gupta II, was the greatest ruler of the family. During his reign (A.D. 375 to 415), India experienced a golden age—a time of great accomplishment.



Art and Literature Under Chandra Gupta II, Indian arts **flourished**. Architects erected gracefully designed temples. Artists painted murals and sculpted statues. Many of these murals and statues had religious subjects.

The ancient Sanskrit epic the *Mahabharata* became the basis of many plays written in the Gupta period. Poetry also flourished under the Guptas.

Mathematics and Science Indian mathematics was among the most advanced in the world. Indian scholars invented the numeral system we use today. They also developed the decimal system and the symbol for zero. (The Maya of Central America also came up with the idea of zero independently.)

One mathematician figured out the length of a year. He also **estimated** the value of pi, which you will study when you take geometry. Pi is the number that is used to calculate the length of a circle's boundary, called the circumference.

During the Gupta Empire, knowledge of astronomy increased. Almost 1,000 years before Columbus, Indian astronomers proved that the earth was round by observing a lunar eclipse. During the eclipse, the earth's shadow

fell across the face of the moon. The astronomers noted that the earth's shadow was curved, indicating that the earth itself was round.

Doctors added new techniques to the ancient practice of Ayurvedic (EYE•yuhr•VAY•dihk) medicine. It promotes health through diet and exercise.

Metal Working Indian artisans developed advanced methods of metallurgy (metal working). Outside of Delhi, an iron pillar erected about A.D. 400 stands over 20 feet high. No other people were able to manufacture such a large piece of iron until at least 1,000 years later. Unlike most iron, the pillar has resisted rust for 16 centuries. One explanation is that the iron pillar contains more phosphorous than most iron does. As a result, a protective coating formed on the surface.

Qutab Minar, Delhi The iron pillar from the Gupta period weighs about 1,300 pounds and stands among the ruins of Qutab Minar near Delhi, India. ▼



Trade Spreads Indian Culture The royal court of the Gupta kings was a place of excitement and growth. Indians revered the kings for their heroic qualities. The kings displayed these qualities by adding territory to their empire, which allowed Gupta India to expand and profit from foreign trade. Traders sold Indian goods such as cotton and ivory to foreign merchants. Indian merchants bought Chinese goods such as silk. They resold these goods to traders who were traveling west.

Both traders and missionaries spread Indian culture and beliefs. Hinduism spread to parts of Southeast Asia. Buddhism gradually spread to Central Asia, Sri Lanka (formerly called Ceylon), China, and Southeast Asia. Eventually, the influence of Hinduism declined in Southeast Asia, but it remained the dominant religion in India. Buddhism was the opposite. It became the dominant religion in the regions to which it had spread. At the same time, it declined as an influence in its place of origin. In the next section on the legacy of India, you will see how Indian achievements have influenced the world in many areas. Among these are religion, literature, drama, art, sculpture, and architecture.



FIND MAIN IDEAS Discuss why the period of Gupta rule was a golden age for India.

3 Sect

Section Assessment



Terms & Names

1. Explain the importance of

ahimsa Siddhartha Gautama dharma Buddhism nirvana Asoka

Use Your Reading Notes

2. Compare and Contrast Use your completed Venn diagram to answer the following question: How were the Maurya and Gupta empires of India alike?



Key Ideas

- **3.** The Buddha's Eightfold Path stressed right behavior in eight areas. What were they?
- 4. How did Buddhism influence Asoka as a ruler?
- **5.** What were the important achievements in Indian literature?

Critical Thinking

- **6. Compare** Was Hinduism or Buddhism more similar to ancient Egyptian religion? Why?
- 7. CONNECT to Today If historians today found an engraved rock pillar from Asoka's time, would that be a primary source or a secondary source? Explain.



Write Rules With a group of your friends, agree on three or four basic rules for social conduct. Print your rules on a poster and display it in the classroom.

Section 4

Reading for Understanding

Key Ideas

BEFORE, YOU LEARNED

The teachings of the Buddha and the growth of the Maurya and Gupta empires influenced Indian history and culture.

NOW YOU WILL LEARN

The influence of India can be seen around the world today in religion, art, and mathematics.

Vocabulary

TERMS & NAMES

Mohandas Gandhi (MOH•huhn•DAHS GAHN•dee) 20th-century Indian who helped lead his country to independence by using nonviolent resistance to colonial rule

Kalidasa (KAH•lee•DAH•suh) one of India's greatest writers

Hindu-Arabic numerals numerals we use today that originated in India and were brought to the West by Arab trade

BACKGROUND VOCABULARY

practice to follow the teachings of a religion **translated** expressed in a different language **place** position of a numeral

REVIEW

religion worship of God, deities, or spirits



Visual Vocabulary Kalidasa

Reading Strategy

Re-create the chart shown at right. As you read and respond to the **KEY QUESTIONS**, use the chart to help you categorize information about the legacy of India.



See Skillbuilder Handbook, page R6.



The Legacy of India

Connect to What You Know In ancient times, trade spread Indian religion and art to other parts of Asia. Indian culture continues to influence our modern world today.

India's Religious Legacy

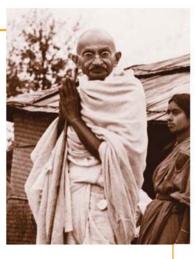


V KEY QUESTION How did the religions of India affect other cultures?

Yoga is as old as the *Bhagavad Gita* and as new as the yoga classes taught in health clubs today. Its popularity shows that the ancient religious traditions of India are still very much alive.

Hinduism and Buddhism Today Four out of five people living in India today are Hindus. Hindus also live in Nepal, Sri Lanka, Malaysia, and many other countries. About one million people in the United States **practice** Hinduism.

Buddhism did not remain strong in India. Not even one percent of Indians today are Buddhists. But the religion is popular in Asia, Western Europe, and the United States.



▲ Mohandas Gandhi In the early 20th century, Britain ruled India as a colony. Gandhi practiced ahimsa as he helped lead the fight against foreign rule. He took part only in nonviolent protests.

Spring Festival Indians dance and throw colors as they celebrate the spring festival known as Holi. V



Hindu and Buddhist Influences In the mid-1900s, Indian leader Mohandas Gandhi (MOH•huhn•DAHS GAHN•dee) used ahimsa (nonviolence) in his fight against British rule to gain independence for India. His life inspired U.S. civil rights leader Martin Luther King Jr., who led nonviolent protests to gain rights for African Americans.

Today Hindu and Buddhist influences continue. For example, millions of people from other religions meditate and practice yoga.

FIND MAIN IDEAS Describe how the religions of India influenced other cultures.

India's Artistic Legacy



V KEY QUESTION What are some important achievements in Indian arts?

The arts of India have strongly influenced the world. This influence can be seen in literature, art and sculpture, and architecture.

Literature One of India's greatest writers was Kalidasa (KAH•lee•DAH•suh). He may have been the court poet for Chandra Gupta II. Kalidasa's most famous play is Shakuntala. It tells the story of a beautiful girl who falls in love with and marries a middle-aged king. After Shakuntala and her husband are separated, they suffer tragically because of a curse that prevents the king from recognizing his wife when they meet again. Generations of Indians have continued to admire Kalidasa's plays because they are skillfully written and emotionally stirring.

Southern India also has a rich literary tradition. In the A.D. 100s, the city of Madurai in southern India became a site of writing academies. More than 2,000 Tamil poems from this period still exist.

Drama In addition to literature, drama was very popular in ancient India. In southern India, traveling troupes of actors put on performances in cities across the region.

Women as well as men took part in these shows, which combined drama and dance. Many of the classical dance forms in India today are based on techniques explained in a book written during this period.

In many Southeast Asian nations, people perform plays based on the ancient Sanskrit epic the Mahabharata. The Bhagavad Gita has been translated into many languages and is read around the world.

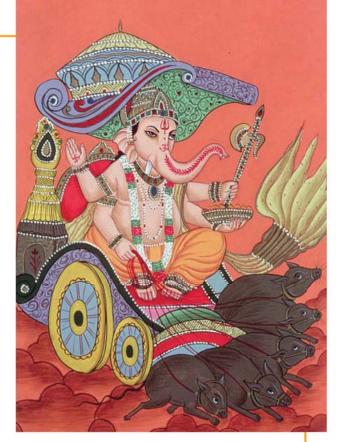
▲ Dance of the Ramayana This dancer in Thailand is performing a piece from an Indian epic called the Ramayana. What does this

dancer in Thailand suggest about Indian culture?

Art and Sculpture Indian art and sculpture have influenced art in other cultures. Both Hindu art and Buddhist art were important in the development of art in India.

The main difference between Buddhist art and Hindu art in India was its subject matter. Buddhist art often portrayed the Buddha or bodhisattvas, who were potential Buddhas. Hindu deities, such as Vishnu and Ganesha, were common subjects in Hindu art.

Beyond the differences in subject, Hindu and Buddhist beliefs had little influence on Indian artistic styles. For example, a Hindu sculpture and a Buddhist sculpture created at the same time and place were stylistically the same. In fact, the same artisans often created both Hindu and Buddhist art.



▲ Ganesha The elephant deity Ganesha, here pulled in his chariot by rats, is the deity of success, education, wealth, and wisdom.

CONNECT \rightarrow to Today

Bollywood

India's movie industry is called Bollywood, which combines Bombay and Hollywood.

- Movies are very popular in India, which has the world's largest motion picture industry.
- India's huge population and cultural diversity are reflected in its films, which are produced in 52 languages. About 5 million people work in Indian movies.
- Indian movies are often based on myths and folk tales. They also feature love stories and crime dramas. Devdas is among the most expensive Indian films ever made.

Films Released in 2005 India (1041) **United States (699)** Country **Japan** (356) China (260) **France** (240) 200 400 600 800 1000 1200 Number of Movies

Source: Australian National Film Board

CRITICAL THINKING

Make Inferences India's population is over one billion. How might this connect to the size of its film industry?

Architecture The influence of Hindu traditions can be seen in Indian architecture. Many architectural trends began in Gupta times. These include building with stone rather than wood; erecting a high, pyramidal roof instead of a flat roof; and sculpting elaborate decorations on the roof. The influence of Indian architecture spread throughout Southeast Asia, including Burma, Thailand, Laos, Vietnam, and Cambodia.

In northwestern Cambodia, ancient builders erected a large complex of Hindu temples called Angkor Wat. The architectural trends that began in Gupta times can be seen in this complex, which was built in the 1100s. It is the world's largest religious structure and is considered one of the world's greatest architectural achievements. It was built as a symbolic mountain dedicated to the Hindu deity Vishnu. Some years later, the complex became a Buddhist temple.

Indian influences are seen in the design of Angkor Wat. For example, the buildings in the temple complex have pyramidal roofs. They are built of stone, with elaborate sculptures decorating the roofs and walls. The complex covers nearly a square mile.

Angkor Wat The temples at Angkor Wat in Cambodia show how Hinduism and Indian artistic styles spread to Southeast Asia.



FIND MAIN IDEAS Discuss some important achievements in Indian arts.



The Legacy of Indian Mathematics



V KEY QUESTION How does the mathematical knowledge of ancient India affect our lives today?

The numerals we use originated in India. People in India have been using the numerals 1 to 9 for more than 2,000 years. Arab traders brought these numerals to the West; as a result, they are frequently referred to as Arabic numerals. However, in contemporary usage they are more often called **Hindu-Arabic numerals**.

The number system first developed in India and widely used today is called the decimal system. The name comes from the Latin word decem, which means "ten." In a number such as 5,555, each numeral is worth ten times as much as the numeral to its right. The place of a numeral—the ones place, the tens place, the hundreds place, and so on—tells how much that numeral is worth.

The decimal system would not work without a symbol for zero. It would be impossible to write a number like 504 without some way to show that the tens place was empty. In India, the use of the zero goes back about 1,400 years.



SUMMARIZE Describe how the mathematics of ancient India affects us



Section Assessment



Terms & Names

1. Explain the importance of

Mohandas Gandhi Hindu-Arabic numerals Kalidasa

Use Your Reading Notes

2. Categorize Use your completed chart to answer the following question:

Which of India's legacies has made the biggest impact on your life? Explain.

Legacy of India				
Religion	Arts	Mathematics		

Key Ideas

- 3. What ancient Hindu and Buddhist practice inspired both Mohandas Gandhi and Martin Luther King Jr.?
- 4. Which ancient Indian arts influenced Southeast Asian culture?
- **5.** What number system did Indian mathematicians invent?

Critical Thinking

- 6. Make Generalizations What are three main ways Indian religion, art, music, literature, and dance reached the rest of the world?
- **7. Sequence Events** How did Indian numerals come to be called Hindu-Arabic numerals?



Make a Travel Poster Research one of the Indian legacies you learned about. Advertise it on a travel poster about "Old and New India."

COMPARING Traditional and Modern India

India has one of the oldest cultures in the world. Indian people continue to observe many traditions in terms of beliefs, clothing, diet, and work. At the same time, India is rushing into the 21st century to embrace the modern world and improve the standard of living of its people.

Traditional India

Traditional India is a land of Hindu temples, brightly colored clothing, and bicycle rickshaws (see photo below) careening down narrow village streets. Although much of the developing middle class is modernizing, many continue to follow the traditional ways in clothing, food, work, and daily life.



Architecture The Mumbai Stock Exchange is an example of contemporary architecture in the city of Mumbai.

Modern India

Modern India is racing to become a center of hightech jobs and widespread prosperity. India's growing middle class is increasingly willing to abandon the sari for jeans, the railway for jet flights across the country, and the farming village for high-tech centers such as Bangalore.



second, describe city life.

Assessment Chapter

Interactive (Review



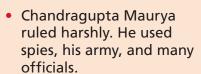
Material States for quizzes, flipcards, crosswords, review notes, and activities @ ClassZone.com

Ancient India

Geography

- The first Indian civilization arose near the Indus and Saraswati rivers.
- Monsoons, or seasonal winds, affect India's climate.

Government





min Airi

Asoka tried to rule peacefully, influenced by Buddhism.

Belief Systems

- Hinduism is a religion that worships God in many forms and believes in reincarnation.
- Buddhism teaches people to follow a middle way according to the Eightfold Path.

Culture

- Indian artistic styles spread to other regions of Asia.
- Indians invented the zero, Hindu-Arabic numerals, and the decimal system.
- They were skilled metal workers.

VOCABULARY

Explain why the words in each set below are linked with each other.

- 1. Himalayas and Hindu Kush
- 2. caste and Brahmanism
- 3. Buddhism and nirvana
- 4. Mohandas Gandhi and ahimsa

KEY IDEAS

Geography and Indian Life (pages 112–119)

- 5. Why did Indian farmers depend on the summer monsoons?
- 6. By what body of water were Harappa and Mohenjo-Daro, two of ancient India's large cities, located?

The Origins of Hinduism (pages 120–125)

- 7. What cultural impact did the Aryan migrations have on India?
- **8.** How does Hinduism differ from other religions that worship many deities?

Buddhism and India's Golden Age

(pages 126–133)

- 9. What are the Four Noble Truths?
- 10. Why was the reign of Chandra Gupta II considered India's golden age?

The Legacy of India (pages 134–141)

- 11. How did a Hindu belief influence the U.S. civil rights movement?
- **12.** What makes the Indian idea of the zero so important?

CRITICAL THINKING

- 13. Analyze Effects How did the Indian social structure maintain social order?
- 14. Draw Conclusions How are the various Hindu deities related to one supreme God?
- 15. Make Inferences How do you think the Buddha might have felt about political or social change?

- 1. Writing Activity Mohandas Gandhi opposed the caste system and worked to end its influence in India. Write a persuasive paragraph to convince the Indian people to fight against the traditional caste system.
- 2. Interdisciplinary Activity— **Math** Research the places in the decimal system. Learn the name for some high numbers: million, billion, trillion, and so on. Make a poster showing the names for these numbers and how they are written: For example, 1 million is written 1,000,000.



ONLINE ACTIVITY

Click here to design a Web page on Buddhism in the United States @ ClassZone.com



How do India's rich history and culture affect the world today?

Written Response Write a two- or three-paragraph response to the Essential Question. Consider the key ideas of each section and specific details about India's history and culture. Use the rubric to guide your thinking.

RESPONSE RUBRIC

A strong response will

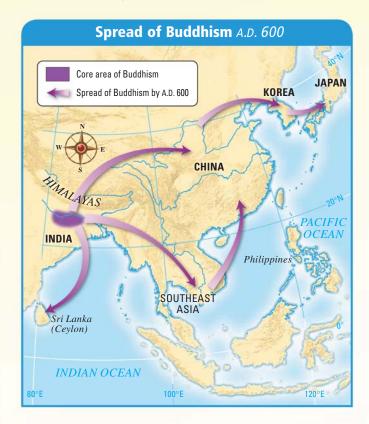
- discuss India's history and culture as they evolved over the course of thousands of years
- discuss India's role in the world today

Standards-Based Assessment



- Online Test Practice @ ClassZone.com
- Test-Taking Strategies and Practice at the front of this book

Read a Map Use the map below to answer the questions.



- 1. Where did Buddhism originate?
 - A. India
 - B. China
 - C. Korea
 - D. Sri Lanka
- 2. What is the farthest place from India that Buddhism had spread to by A.D. 600?
 - A. China
 - **B.** Japan
 - C. Korea
 - D. Sri Lanka





Section 4

Reading for Understanding

Key Ideas

BEFORE, YOU LEARNED

The first Indian civilization arose in the Indus River valley.

NOW YOU WILL LEARN

Natural barriers isolated China's fertile river valleys from the rest of Asia. As a result, Chinese culture developed with limited outside influence.

Vocabulary

TERMS & NAMES

oracle bones animal bones or shells used by the Shang kings to communicate with the gods pictographs pictures or drawings that represent words or ideas

dynastic cycle pattern of the rise and fall of dynasties

Mandate of Heaven ancient Chinese belief that a good ruler had the gods' approval

BACKGROUND VOCABULARY

favor support or approval

REVIEW

dynasty family or group that rules for several generations

nomads members of a group of people who have no set home but move from place to place



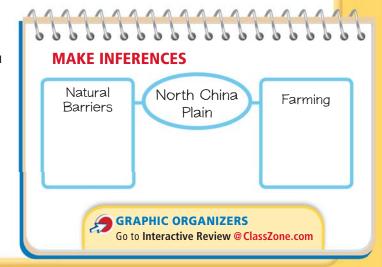
Visual Vocabulary oracle bone

Reading Strategy

Re-create the web diagram shown at right. As you read and respond to the **KEY QUESTIONS**, use the diagram to help you make inferences about geographic patterns and the North China Plain.



See Skillbuilder Handbook, page R10.



Geography Shapes Ancient China

Connect to What You Know What makes the area you live in a good place for people to live? Think about how the geographic features of your area have affected life there.

Geographic Features of China

V KEY QUESTION What effect did the physical features of China have on its early development?

The river valley pattern you studied in Mesopotamia, Egypt, and the Indus Valley was repeated in China. China's civilization developed because two rivers brought water and silt that made farming possible. Cities grew along the banks of the rivers.

Isolated by Barriers Located on the eastern side of Asia, China lies about the same distance north of the equator as

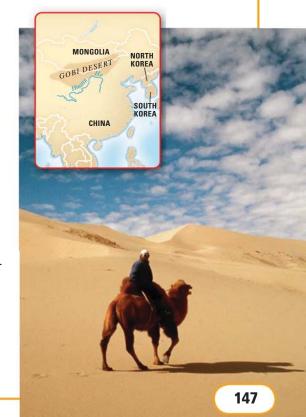
the United States. China's lands are bordered on the east by the Yellow Sea, the East China Sea, and the Pacific Ocean. Deserts edge the northern and western lands. To the north is the Gobi (GOH•bee) Desert, and to the west lies the Taklimakan (TAH•kluh•muh•KAHN) Desert. The Pamir, Tian Shan, and Himalaya (HIHM•uh•LAY•uh) mountain ranges form a tight curve marking the western border.

Unlike the regions of the Nile and Fertile Crescent, where civilizations often interacted, China was geographically isolated. The huge mountain chains, vast deserts, and large expanses of water acted as barriers between China and other lands. This made the spread of ideas and goods to China difficult. As a result, Chinese civilization developed along very distinct lines. There were fewer outside influences to shape China's culture.



▲ Shang Bronze Drinking Vessel The Shang were famous for their excellent bronzework.

Gobi Desert One of the largest deserts in the world, the Gobi covers more land than Texas and California combined. What two countries share the Gobi Desert? ▼

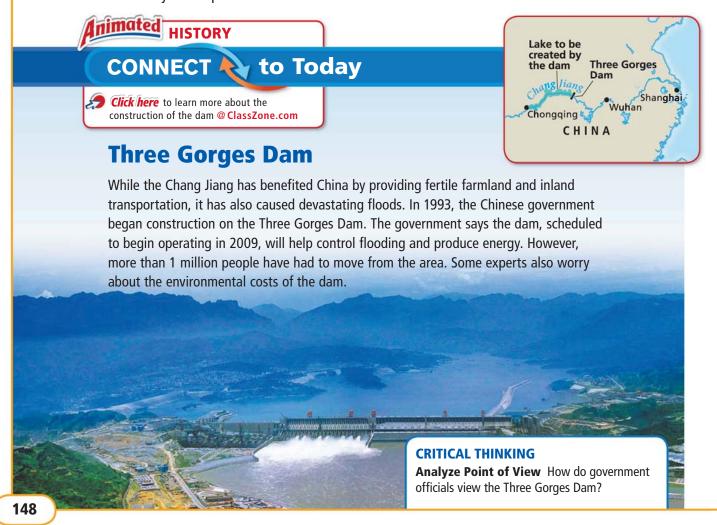


Two River Systems Two major rivers flow toward the Pacific Ocean. The Chang Jiang (chahng jyahng), or the Yangtze River, is found in central China. The Huang He (hwahng huh) to the north is also known as the Yellow River.

In ancient times, most Chinese farming was done in the very rich land between the Chang Jiang and Huang He. Their floodwaters deposit yellowish silt that makes fertile soil. This land, called the North China Plain, has always been the center of Chinese civilization.

A Varied Climate China has a varied climate, much like the United States. Western China is dry like the western United States. Because it is mostly deserts and mountains, it is sparsely populated and has little usable farmland. Northeast China has seasons like New England, with cold winters and warm summers. In contrast, the southeast is like the southern region of the United States, with mild winters and hot, rainy summers. These different climates allow China to produce a variety of crops. Rice is grown in the moist south, while wheat, soybeans, and millet are grown in the drier north lands.

ANALYZE EFFECTS Explain how China's physical features affected its early development.



The Shang Dynasty



KEY QUESTION How did the Chinese language develop?

Around 2000 B.C., farming settlements along the Huang He began to grow into cities. An early civilization began there, and Chinese culture today evolved from that ancient beginning. Historians consider China to be the oldest continuous civilization in the world.

Shang Kings About 1766 B.C., Shang family kings began to control some cities. They set up a dynasty, a family or group that rules for several generations. The kings were responsible for religious activities. They claimed to rule with the gods' permission. Shang kings controlled the central portion of the North China Plain; their relatives ruled distant areas. The Shang used chariots to defend themselves against the **nomads** who lived to the north and west. They made war with nomadic people like the Zhou (joh).

Shang Families In Shang culture, respect for one's parents and ancestors was important. Family was closely tied to religion. The Chinese believed that the spirits of their ancestors could bring good fortune. Families paid respect to the father's ancestors by sacrificing animals in their honor. Men ruled within the family.

Developing Language The Shang kings claimed to be able to influence the gods. They received messages from the gods through **oracle bones**. These were animal bones on which Shang royal priests scratched questions to the gods. Next, they touched the bones with heated rods to crack them and interpreted the cracks. They scratched the answers on the bones. The scratches were an early form of writing.

Like other ancient peoples, the Shang developed their system of writing with **pictographs**, simple drawings that represent words or ideas. As you can see in the chart at right, the pictographs are similar to the modern Chinese characters. The Chinese system of writing used a huge number of symbols. To be barely able to read and write, a person had to know at least 1,500 characters. An educated person needed to know at least 10,000 characters.

you can read Chinese without being able to speak it. People all over China could learn the written language, even if their spoken languages were different. The system helped unify a large, varied land.

One advantage of the Chinese writing system is that



SUMMARIZE Explain how the Chinese language developed.

Chinese Writing

field

water

Modern

Ancient



The Zhou Dynasty

XEY QUESTION How did the idea of the Mandate of Heaven help the Zhou take over the Shang?

The Zhou people moved down from the northwest. They clashed with the Shang on many occasions. Around 1027 B.C., the Zhou ruler Wu Wang led a force that defeated the Shang. The Zhou adopted many Shang ways, so their victory did not bring about sweeping cultural change. Still, Zhou rule brought new ideas to Chinese civilization.

The Zhou and the Dynastic Cycle The Zhou kings established a new dynasty in China. Chinese dynasties rose and fell in a pattern. Historians call the pattern of the rise and fall of dynasties in China the **dynastic cycle**. Look at the diagram above to see the pattern.

Like the ancient Egyptians, the Zhou kings thought that trouble would come if rulers lost heaven's **favor**. To justify their conquest, Zhou leaders declared that the last Shang king had been a poor ruler. They claimed that the gods had taken away the Shang's right to rule and given it to the Zhou.

Eventually, the idea that a good ruler had approval from the gods became a part of Chinese culture. When a ruler was bad or foolish, the people believed the approval of the gods would be taken away. This idea was called the **Mandate of Heaven**. The Chinese people believed that troubles such as peasant uprisings, invasions, floods, or earthquakes meant that the Mandate of Heaven had been taken away. Then it was time for new leaders, and the Mandate of Heaven might pass to another noble family.

Zhou Government Like the Shang, the Zhou did not have a strong central government. Kings put people with family ties or other trusted people in charge of regions. Those local rulers, or lords, owed loyalty and military service to the king. In return, the king promised to help protect their lands. As their towns became cities, the lords grew stronger. More groups came under their rule. The lords became less dependent on the king. They began to fight among themselves and with other peoples. The lands they added to their control expanded Chinese territory.

The Time of the Warring States Invasion of Chinese lands was a constant theme in Chinese history. After 800 B.C., nomads from the north and west invaded China. In 771 B.C., invaders destroyed the capital city of Hao and killed the king. The king's family escaped to Luoyang and set up a new capital. Because the kings were weak, the lords fought constantly. As their power grew, these warlords claimed to be kings within their own territories. This action led to a period called the Time of the Warring States, which began around 403 B.C.

▲ Jade Dragon
Pendant The dragon
is a symbol of power
and excellence.



DRAW CONCLUSIONS Explain how the idea of the Mandate of Heaven helped the Zhou take over the Shang.

1

Section Assessment



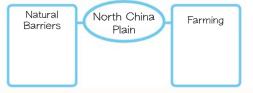
Terms & Names

1. Explain the importance oforacle bones dynastic cycle
pictographs Mandate of Heaven

Use Your Reading Notes

2. Make Inferences Use your completed diagram to answer the following question:
How did geographic barriers affect Shang and

How did geographic barriers affect Shang and Zhou relations with outside peoples?



Key Ideas

- **3.** Why did Shang settlements begin along the Huang He?
- **4.** How did the Shang develop a Chinese language?
- **5.** How would the Chinese people know that a ruler had lost the Mandate of Heaven?

Critical Thinking

- **6. Analyze Causes and Effects** How did the development of a written language help to unify China?
- 7. Compare In what ways was the settling of the Huang He valley similar to settlements in other world regions?

Activity

Create Elements of Language Develop pictographs and use them in a sentence about your classroom. Have classmates try to determine what you wrote.

Section •

Reading for Understanding

Key Ideas

BEFORE, YOU LEARNED

China's isolated location influenced the development of its civilization.

NOW YOU WILL LEARN

China's scholars developed three belief systems to help them think about the world: Legalism, Confucianism, and Daoism.

Vocabulary

TERMS & NAMES

philosophy logical study of basic truths about knowledge, values, and the world

Legalism belief that a powerful, efficient government and a strict legal system are the keys to social order

Confucianism (kuhn•FYOO•shuh•nihz•uhm) belief system based on the teachings of Confucius, a Chinese scholar

filial piety respect for one's parents and ancestors, an important teaching of Confucianism

Daoism (DOW•IHZ•uhm) Chinese belief system said to have begun with Laozi, a philosopher in the 500s B.C., based on the idea of natural order in the world

harmony agreement in feeling

BACKGROUND VOCABULARY

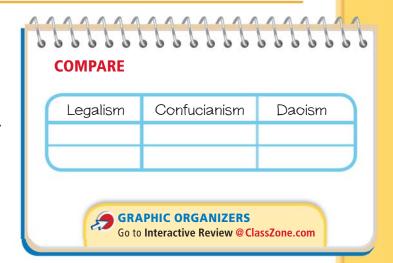
conduct how someone acts; behavior
complement to work well with

Reading Strategy

Re-create the chart shown at right. As you read and respond to the **KEY QUESTIONS**, use the chart to help you identify points that all three ancient Chinese philosophies consider important.



See Skillbuilder Handbook, page R8.



China's Ancient Philosophies

Connect to What You Know In the last section, you learned about the Time of the Warring States in China. During this time, Chinese society experienced much disorder. Warlords and kings fought with each other to gain control of lands. Scholars wondered what it would take to bring peace to the land. They developed three ways of thinking: Legalism, Confucianism, and Daoism. Each was a **philosophy**, or a logical study of basic truths about knowledge, values, and the world.

Starting with a Story

Imagine that Confucius, the famed philosopher, is coming to your village, and you get to meet him!

to listen to the story

ClassZone.com



Legalism



KEY QUESTION How did Legalism suggest that society should be controlled?

One philosophy was **Legalism**, or a belief that a powerful, efficient government and a strict legal system are the keys to social order. Legalists feared disorder in society. They decided that a strong government that enforced strict laws would restore order and solve China's problems.

Strict Laws and Harsh Punishments Legalists believed that human nature is wicked. Hence, they thought that people do good only if forced to. Legalists thought that the government should pass strict laws to control the way people behaved. They argued that harsh punishments were needed to make people afraid to do wrong.

School of Confucius

Confucius, second figure from the left, meets with his students. ▼



An Increase in Government Control Legalists taught that rulers should reward people who carried out their duties well. In practice, however, the Legalists stressed punishment more than rewards. Shang Yang, a supporter of Legalism, wanted to force people to report lawbreakers. In fact, he thought people who did not report lawbreakers should be executed.

Legalists did not want people to complain about the government or question what it did. They favored arresting people who questioned the government or taught different ideas. They also taught that rulers should burn books that contained different philosophies or ideas.

FIND MAIN IDEAS Explain how Legalism suggested that society should be controlled.

Confucianism



V KEY QUESTION What actions did Confucius believe would bring order to China?

Confucius lived from 551 to 479 B.C., during a time of much conflict and unrest in China. Like the Legalists, he wanted to restore the order of earlier times to his society. However, he developed different ideas about how to end conflict and have peace in all relationships. According to Confucius, respect for others was absolutely necessary for peace and order. Government leaders should set a good example so that people would see what was correct. Confucius's students collected his ideas and recorded them in a book called the Analects. The book tells of Confucius's teachings, which together form a belief system known as Confucianism (kuhn•FYOO•shuh•nihz•uhm).

The Five Relationships Confucius taught a code of proper **conduct**, or behavior, for people. In Confucianism, there were five basic relationships. Each type of relationship had its own duties and its own code of proper conduct. Here are the five relationships:

- father and son
- elder brother and younger brother
- husband and wife
- friend and friend
- ruler and subject

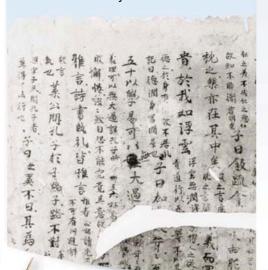
Notice that the relationships fall into two basic categories: proper conduct in the family and proper conduct in society.

Ceremony Children in Taiwan take part in a ceremony honoring



Primary Source

Background Confucius taught filial piety, or respect for one's parents and ancestors. In this selection, he discusses filial piety with his students. He focuses on propriety, or concern about what is proper or correct in society.



◄))from the *Analects*

By Confucius

Translated by James Legge

"The filial piety of now-a-days means the support of one's parents. But dogs and horses likewise are able to do something in the way of support; — without reverence, what is there to distinguish the one support given from the other?" . . .

Mang I asked what filial piety was. The Master said, "It is not being disobedient." . . .

Fan Chih said, "What did you mean?" The Master replied, "That parents, when alive, should be served according to propriety; that, when dead, they should be buried according to propriety; and that they should be sacrificed to according to propriety."

page from Confucius's Analects

DOCUMENT-BASED QUESTION

What can you infer from Confucius's teachings about the place of the family in society?

Proper Conduct Confucius believed good conduct and respect began at home. Husbands had to be good to their wives. Wives had to obey every decision of their husbands. Brothers had to be kind to brothers, but a younger brother always had to follow the wishes of his older brother. One of Confucius's most important teachings was about **filial piety**, or treating parents with respect. The primary source above is about filial piety.

Confucius was also concerned with people's behavior in society. Authority should be respected. The ruler's responsibility was to live correctly and treat his subjects with respect. If a ruler led in a right, moral way, a subject's duty was to obey. If these behaviors were followed, there would be peace in the society.

The Impact of Confucianism Confucianism set out clear family and social roles. By following these roles, the Chinese people found ways to avoid conflict and live peacefully. Many rulers tried to live up to Confucius's model for a good ruler. By emphasizing the importance of education, Confucius laid the groundwork for fair and skilled government officials.



SUMMARIZE Explain what Confucius thought would bring order to China.

COMPARING Belief Systems



Legalism

- An efficient and powerful government is the key to social order.
- Harsh punishments are needed to maintain social order.
- Ideas should be strictly controlled by the government.



Confucianism

- Social order and good government should be based on family relationships.
- Respect for elders helps to create order in society.
- Education helps to improve both individuals and society.



Daoism

- The natural order—or the relationship among all living things in the universe—matters more than the social order.
- A universal force called the Dao, or the Way, guides all things.
- Humans should learn to live in harmony with nature.

CRITICAL THINKING

Compare How are these belief systems similar?

Daoism



KEY QUESTION Why did Daoism teach that each human had to find an individual way to follow in life?

The third major philosophy of ancient China is said to have begun with Laozi (low•dzuh). No one knows if he really existed, but some say he lived in the 500s B.C. The name Laozi means "Old Master." The book of his teachings is the *Daodejing (The Book of the Way of Virtue)*. The teachings of Laozi are called **Daoism** (DOW•IHZ•uhm). They contrast sharply with Legalism and Confucianism.

The Way Laozi believed that a universal force called the Dao, or the Way, guides all things. All creatures, except human beings, live in harmony with this force. Humans argue about questions of right and wrong. According to Laozi, such arguments are pointless. To relate to nature and each other, each human being has to find an individual way, or Dao, to follow. Each person should learn to live in **harmony**, or agreement, with nature and with his or her inner feelings.

Laozi and his followers were more concerned with natural order than social order. According to the teachings of Daoism, if each person could find his or her individual way and learn to live in harmony with nature, then social order would follow. As Laozi put it, "People would be content with their simple, everyday lives, in harmony, and free of desire."

Following the Way Daoists did not argue about good and bad, and they did not try to change things. They accepted things as they were. Unlike the followers of Legalism and Confucianism, they did not want to be involved with the government. In fact, they thought the government should leave people alone.

Daoists tried to understand nature and live in harmony with its rhythms. This included the idea of yin and yang, or two things that interact with each other and represent the natural rhythms of life. The yin (black) stands for all that is cold, dark, and mysterious. The yang (white) represents all that is warm, bright, and light. The forces **complement** each other. The forces are always changing and evolving. Understanding yin and yang helped a person understand how he or she fit into the world.

In their search for knowledge and understanding of nature, Daoists pursued scientific studies. They made important contributions to science in such fields as astronomy and medicine. In the next section you will learn how the three philosophies influenced the way in which the rulers of China controlled their lands.



DRAW CONCLUSIONS Explain why Daoism taught that each human had to find an individual way to follow in life.



▲ Yin and Yang
Symbol The outer circle represents "everything."
The inner shapes represent the interaction of the forces—yin and yang. What do the colors in the symbol represent?

2

Section Assessment



Terms & Names

1. Explain the importance of philosophy Confucianism Daoism Legalism filial piety harmony

Use Your Reading Notes

2. Compare Use your completed chart to answer the following question:

Which of the Chinese philosophies stressed the importance of family?

Legalism	Confucianism	Daoism

Key Ideas

- **3.** How did Legalists believe governments should keep peace among people?
- **4.** What was the purpose of Confucius's five relationships?
- **5.** What did Daoists believe about nature?

Critical Thinking

- **6. Compare and Contrast** How did the Legalists' views of human nature contrast with the views of the Confucianists?
- **7. CONNECT to Today** Do you think the Daoist belief about harmony with nature is more or less important today? Explain.



Create Classroom Rules Choose one of the three Chinese philosophies and create a set of classroom rules that reflect the basic ideas of that philosophy. Share your rules with others, and decide which rules you would like for your classroom.

Section 3

Reading for Understanding

Key Ideas

BEFORE, YOU LEARNED

Chinese philosophers developed new belief systems during the disorder of the Time of the Warring States.

NOW YOU WILL LEARN

Shi Huangdi and the Qin Dynasty conquered the warring states and unified China. The Han Dynasty took over China and established a strong empire that lasted 400 years.

Vocabulary

TERMS & NAMES

Qin (chihn) state of ancient China

Shi Huangdi (shee hwahng•dee) Chinese ruler who came to power in 221 B.C. and unified and expanded China by ending internal battles and conquering rival states

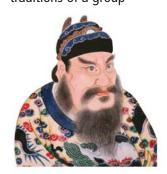
Great Wall wall built by Shi Huangdi to link smaller walls and keep invaders out of China

Han Dynasty Chinese dynasty begun in 202 B.C. by Liu Bang, who reunified China

bureaucracy (byu•RAHK•ruh•see) system of departments and agencies that carry out the work of a government

BACKGROUND VOCABULARY

terra cotta baked clay **assimilate** to adopt the cultural or social traditions of a group



Visual Vocabulary Shi Huangdi

Reading Strategy

Re-create the Venn diagram shown at right. As you read and respond to the **KEY QUESTIONS**, use the diagram to help you compare and contrast the rule of the Qin and Han dynasties.



See Skillbuilder Handbook, page R8.



The Qin and the Han

Connect to What You Know At the end of the Zhou period, several states were still at war. As you recall, the Chinese believed in the Mandate of Heaven. According to that belief, wars and other troubles were signs that the ruling dynasty had lost heaven's favor. The Chinese believed they needed a new ruler.

The Qin Unified China

KEY QUESTION How did the Qin Dynasty unify China?

The new ruler of China came from the state of **Qin** (chihn). Some scholars think the name of China may have come from this word. The new emperor took the name **Shi Huangdi** (shee hwahng•dee). He would unify and expand China.

A Legalistic Ruler In 221 B.C., Qin ruler Shi Huangdi began ending internal battles between warring states. He then conquered rival states and drove out nomadic invaders. China grew larger than it had been under the Zhou.

Shi Huangdi believed in Legalism and its way of running the country. He tried to wipe out Confucianism. He had 460 critics and Confucianists killed. He also ordered the burning of books that contained ideas he disliked.



▲ Jade Funeral Sui This suit is made up of 2,498 jade pieces. The Chinese believed jade would preserve dead bodies for the afterlife.

Terra Cotta ArmyThousands of clay soldiers were buried at the tomb of Shi Huangdi. ▼

Tomb of the Terra Cotta Army Qin Empire, 221 B.C. 202 B.C. Present-day China CHINA II Xi'an

Uniting China Shi Huangdi wanted a strong central government. To gain control, he tried to weaken China's noble families. He took the nobles' land and forced them to live at the capital so he could watch them. These actions strengthened the emperor's power.

Shi Huangdi set out to unite China under his control. To link the lands together, he built highways and irrigation projects. He forced peasants to work on these projects and set high taxes to pay for them. He also set government standards for weights, measures, coins, and writing, which made it easier to do business everywhere in China.

The Great Wall Shi Huangdi wanted a long wall along China's northern borders to keep out nomadic invaders. He planned the **Great Wall**, which linked together smaller walls built during the Time of the Warring States. The earliest walls were built of earth. Later, stone and brick were used.

Shi Huangdi forced hundreds of thousands of peasants and criminals to build the Great Wall. Many workers died from hard labor. The deaths caused great resentment among the people. Later dynasties rebuilt and extended the Great Wall many times.

The Qin Dynasty Ends Shi Huangdi died in 210 B.C. He was buried in an elaborate tomb. An army of soldiers made of **terra cotta**, or baked clay, was buried nearby to guard his tomb. Archaeologists discovered the soldiers in 1974.



SUMMARIZE Explain how the Qin Dynasty unified China.

History Makers

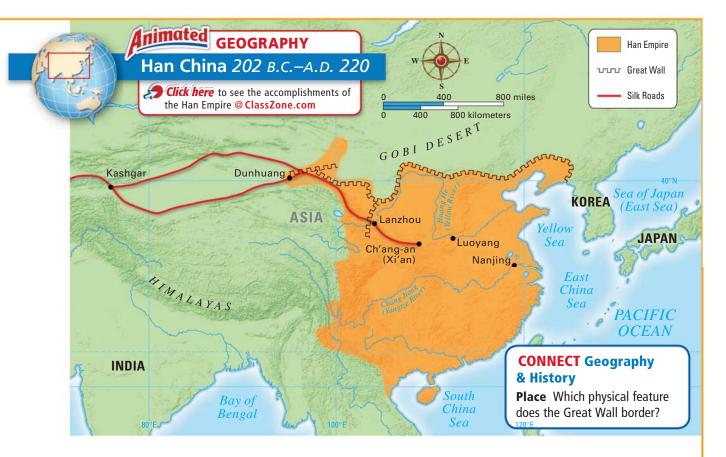
Shi Huangdi (c. 259–210 B.c.)

Shi Huangdi was determined to unify and strengthen China. He viciously opposed enemies of China and enemies of his rule. His armies attacked invaders north of the Huang He and as far south as present-day Vietnam. His military victories doubled China's size.

A follower of Legalism, Shi Huangdi believed in a powerful, centralized government. He uprooted 120,000 noble families, forced them to move to the capital, and took their land. He forced peasants to build a highway network of more than 4,000 miles to connect the country. He tried to silence his critics by ordering "useless" books burned, as shown at right. Shi Huangdi unified China but sacrificed his people's freedom in doing so.

CRITICAL THINKING Summarize How did Shi Huangdi unify China?





The Han Dynasty



KEY QUESTION How did the Han rule China?

Shi Huangdi's son was a less effective ruler than his father. During his rule, rebellion and then civil war broke out. A military general named Liu Bang (lee•YOO bahng) ended the civil war and reunified China. In 202 B.C., he started the Han Dynasty. The Han Dynasty lasted until about A.D. 220, during the same period as the Roman Empire.

Han Government Liu Bang kept the Qin policies of strong central government, but he lowered taxes. He made punishments less harsh. In Han China, peasant men owed the government a month of labor per year on the emperor's public projects. Liu Bang put peasants to work building roads, canals, and irrigation projects.

The Han rulers set up a bureaucracy (byu•RAHK•ruh•see), a system of departments to carry out the work of the government. In this way of governing, officials chosen by the ruler ran offices, or bureaus. The officials helped enforce the emperor's rule. The Han rulers put family members and trusted people in local government positions. In time, however, people's skills started to play a role in the choice of government officials. Han rulers set up a system to find the most educated and ethical people for the imperial bureaucratic state. They tested individuals on their knowledge of Confucianism. The belief system became the foundation of Chinese government.

Empress Rules When Liu Bang died in 195 B.C., his widow, the Empress Lü, ruled for their young son. Lü outlived her son and continued to place infants on the throne. This allowed her to retain power because the infants were too young to rule. When she died in 180 B.C., those loyal to Liu Bang executed every member of her family.

Expanding and Unifying the Empire From 141 to 87 B.C., a descendant of Liu Bang named Wudi (woo•dee) ruled the Han Empire. He was called the Martial Emperor because he used war to expand China. Wudi made many military conquests. He brought southern Chinese provinces, northern Vietnam, and northern Korea under his control. He chased nomadic invaders out of northern China. By the end of his rule, China had grown significantly, nearly to its present-day size.

To unify this large and diverse empire, the Chinese government encouraged conquered peoples to assimilate, or adopt China's culture. To do so, the government sent Chinese farmers to settle newly colonized areas. It encouraged the farmers to marry conquered peoples to help spread Chinese culture. Government officials set up schools to teach local people about Confucianism. Then they appointed local scholars to government offices.

The Han faced rebellions, peasant revolts, floods, famine, and economic disasters. Still, strong government and a unified population helped them to stay in power. They ruled China until A.D. 220.

Women of Han These ladies of the Chinese court have elaborate dresses and hair styles. Do you think women like these lived in the country or the city? Why? ▼



FIND MAIN IDEAS Explain how the Han ruled China.

Life in Han China



V KEY QUESTION What was daily life in Han China like?

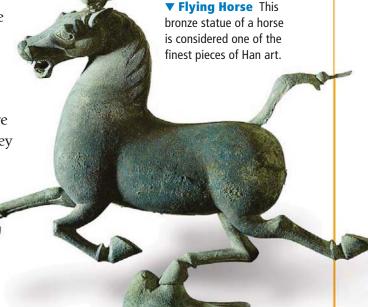
Many Chinese today call themselves the people of the Han. They identify strongly with their ancient past. The Han were industrious people whose civilization prospered for many decades.

Daily Life in Han China A large part of the Han society worked on farms. Farmers lived in villages near the lands they worked. Most lived in one- or two-story mud houses. Barns, pigsties, and storage buildings were also located there. Rich farmers probably had an ox or two to pull a plow. Poor farmers had to pull the plows themselves. Both rich and poor had a few simple tools to make farming a bit easier.



Chinese farmers wore simple clothing and sandals, much like clothing today. For the cooler months, their clothing was stuffed like a quilt. Farmers in the north raised wheat or millet. Those in the south raised rice. Families kept vegetable gardens for additional food. Fish and meat were available, but expensive. As a result, most people ate meat and fish only in small portions.

City Living Not everyone lived in the country. Han China had cities as well. The cities were centers of trade, education, and government. Merchants, craftspeople, and government officials lived there. In some ways, the cities were not too different from today's cities. They were crowded and had many kinds of entertainment, including musicians, jugglers, and acrobats. According to some writers, the cities also had street gangs. In the next section, you will learn about the legacy of Han China.



FIND MAIN IDEAS Describe what daily life in Han China was like.

3 Section Assessment



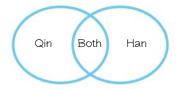
Terms & Names

1. Explain the importance of

Qin Han Dynasty Shi Huangdi bureaucracy

Use Your Reading Notes

2. Compare and Contrast Use your completed Venn diagram to answer the following question: In what ways were the Qin and Han dynasties similar?



Key Ideas

- **3.** What ruling style did Shi Huangdi choose, and how did it affect his rule?
- **4.** Why was the ruler Wudi important in the achievements of the Han Dynasty?
- **5.** How is the Chinese way of life today similar to that of Han China?

Critical Thinking

- **6. Make Inferences** Why were Shi Huangdi's efforts to unify China important?
- **7. Contrast** How were the lives of farmers in Han China different from the lives of city dwellers?



Make a Map Take out the world map that you started in Chapter 2. Add the borders of Han China to the map and then draw the Great Wall of China. Choose an appropriate symbol for the wall.

Section 4

Reading for Understanding

Key Ideas

BEFORE, YOU LEARNED

Despite facing many challenges, the Han Dynasty established a strong Chinese empire that lasted for four centuries.

NOW YOU WILL LEARN

Chinese philosophies had a lasting influence on East Asia, as did advances in technology, agriculture, and trade made during Han times.

Vocabulary

TERMS & NAMES

Silk Roads overland trade routes along which silk and other Chinese goods passed to Mesopotamia and Europe

trans-Eurasian involving the continents of Europe and Asia

cultural diffusion spread of cultural practices and customs to other areas of the world

BACKGROUND VOCABULARY

luxury object or service that is not really needed, but gives enjoyment

standards rules or practices that are accepted as models

REVIEW

Buddhism religion that began in India and is based on the teachings of Siddhartha Gautama



Visual Vocabulary Silk Roads

Reading Strategy

Re-create the web diagram shown at right. As you read and respond to the **KEY QUESTIONS**, use the diagram to categorize details about ancient China's legacy.



See Skillbuilder Handbook, page R6.



The Legacy of Ancient China



Connect to What You Know Trade formed a part of Chinese life. Despite the geographic barriers that separated China from the lands to the west, trade caused Chinese contacts with other lands to increase.

Chinese Coin Coins like this one, from the Han Dynasty, were used throughout the eastern part of central Asia until the A.D. 600s. Along what trade routes might these coins have spread?

The Silk Roads



KEY QUESTION Why were the Silk Roads important to Chinese civilization?

During the time of the Han Dynasty, only the Chinese knew how to make silk. It was much desired as a **luxury** fabric both by the Chinese and by people outside of China. Chinese silk was important in opening trading routes to the west.

A Trans-Eurasian Link Overland trade routes were called Silk Roads because traders carried silk and other goods on caravan trails. The trails stretched westward from China through central

Asia to Mesopotamia and Europe, covering about 5,000 miles of territory. (See the map on pages 166–167.) Because these trails stretched across two continents, Europe and Asia, they were called **trans-Eurasian**. China was part of a huge global trade network.

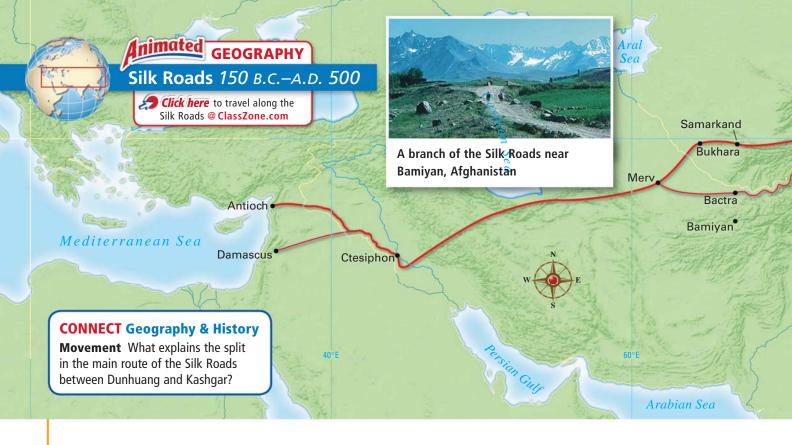
By 100 B.C., the Silk Roads were well established. Traders made fortunes carrying goods back and forth across the harsh terrain in camel caravans. The trip could take several years. Cities along the Silk Roads provided food, water, and shelter, as well as goods for trade. Goods leaving China included silk, paper, jade, and pottery. Exchange goods coming from the west included sesame seeds and oil, metals, and precious stones. One trade item the Chinese especially valued was Central Asian horses.

Embroidered Silk

Tapestry This Chinese
tapestry shows the
Buddha preaching at
a site called Vulture

Peak. ▼





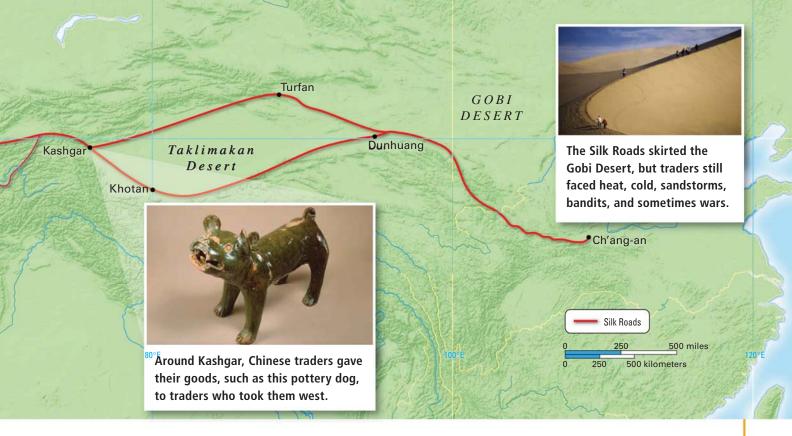
Cultural Diffusion Trade goods were not the only things that moved on the Silk Roads. Ideas and cultural customs traveled along the Silk Roads, too. This spread of ideas and customs is called **cultural diffusion**. Cultural diffusion can occur whenever one group of people comes in contact with another group of people.

As you learned in Section 1, geographic barriers isolated China, which meant that its culture developed with little outside influence. The Silk Roads, however, skirted the Taklimakan Desert and crossed the Pamirs, allowing new goods, ideas, and customs to enter China. For example, such things as Central Asian military techniques, Buddhist teachings, and western cultural styles reached China. In turn, Chinese art, silks, and pottery influenced the cultures to the west.

The Spread of Buddhism In Chapter 5, you learned about the beginnings of **Buddhism** in India. During the Han Dynasty, Buddhist missionaries entered China along the Silk Roads and introduced the religion to the Chinese people. At first, the foreign ideas attracted few followers. However, in the turbulent years after the fall of the Han Dynasty, Buddhism's promise of an escape from suffering became attractive to many Chinese people. Chinese Buddhists modified Buddhism to make it fit better with their own traditions. Buddhism spread to Japan and Korea from China.



ANALYZE EFFECTS Explain why the Silk Roads were important to Chinese civilization.



Influential Ideas and Beliefs



KEY QUESTION How important were Confucianism, Daoism, and Buddhism?

The philosophies of ancient China continue to influence the country and the world. The **standards** set by Confucianism remained significant in Chinese government and education. Today, Confucius's ideas about social duty are still important in Chinese villages. Confucianism also became a very influential philosophy in Japan, Korea, and Vietnam.

Daoism had a lasting influence in China. By the 500s, it had become a religion with priests, rituals, and volumes of collected writings. Unlike Confucianism, however, Daoism remained primarily a Chinese belief system.

Together, Buddhism, Daoism, and Confucianism make up the three major religions or ethical systems that have influenced Chinese life. Most people's beliefs included elements of all three. Daoist and Buddhist temples can be seen all over China. Today, these three belief systems have followers around the world. Buddhism is the most widespread, with almost 379 million followers in 130 countries. In addition, there are almost 6.5 million Confucianists and about 2.7 million Daoists worldwide.



SUMMARIZE Explain the lasting importance of Confucianism, Daoism, and Buddhism.

CONNECT \rightarrow to Geography

Silk Roads Trade Cities along the Silk Roads provided trade goods for the caravans traveling the route.

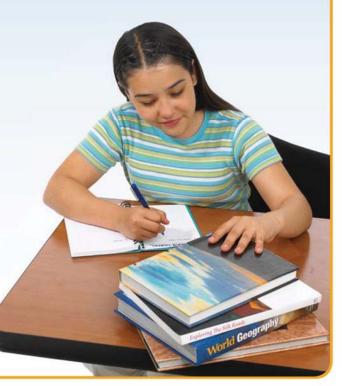
Make a Silk Roads Market

Research some of the goods available along the Silk Roads. Use the map of the Silk Roads on pages 166–167 in this chapter to help you.

- 1 Break into pairs. Identify one trade good that caravans would have encountered on the Silk Roads. Find or draw an image to represent your trade good.
- 2 Think about how much your trade good is worth. What would you be willing to trade it for?
- 3 Gather together with the other pairs in a Silk Roads market. Set up a "stall" to trade from.
- While one partner stays at the stall to greet buyers, the other should travel to the other stalls to trade. Try to trade for at least one of each good at the market.

Materials

- books on the Silk Roads
- paper and markers or colored pencils



Chinese Inventions and Discoveries



KEY QUESTION In which aspects of Chinese life did the Han make great advances?

China had a large and growing population to feed. The Chinese considered farming the most important and honored profession. Because agriculture was so significant in China, many new agricultural inventions came about during this period.

Agricultural Improvements Chinese inventions made life easier for farmers and made more grain available for trade. For example, the Chinese perfected a plow that was more efficient because it had two blades. The improved plow, along with better iron farm tools, helped increase crop production. Another technological advance was a collar harness for horses. This invention allowed horses to pull much heavier loads than did the harness being used in Europe at the time. The Chinese also invented the wheelbarrow, which made it easier for farmers to move heavy loads by hand. The Chinese began to use water mills, which used river power to grind grain. In a land of mostly farmers, these inventions were valuable.

Paper In A.D. 105, paper was invented in China. Before that time, books were made of costly silk. The inexpensive paper was made from a mixture of old rags, mulberry tree bark, and fibers from the hemp plant. Inexpensive paper made books available in a country that placed a high value on learning. The invention of paper also affected the Chinese government. Previously, all government documents had been recorded on strips of wood. Using paper for record keeping was much more convenient. Paper was an important invention for a bureaucratic government that kept many records.

Silk Silk is beautiful and long lasting. It can be dyed brilliant colors. For about 3,000 years, only the Chinese knew the secret to making silk. Because it was rare, it became an excellent trade product. Silk allowed the Chinese to get silver and gold from lands to the west of China. At one time, one pound of silk was worth one pound of gold. Getting gold and silver was important to China because the country did not have rich deposits of either mineral.



CATEGORIZE List the aspects of Chinese life in which the Han made the greatest advances.



CONNECT to Today

▲ Silk A modern-day silk vendor sells his goods at the ancient Silk Roads market at Kashgar in China.



Section Assessment



Terms & Names

1. Explain the importance ofSilk Roads trans-Eurasian cultural diffusion

Use Your Reading Notes

2. Categorize Use your completed web diagram to answer the following question:

What ideas or goods did China give the ancient world?



Key Ideas

- **3.** What economic changes did the Silk Roads bring to China?
- **4.** How did the Silk Roads aid in the spread of Buddhism?
- **5.** Why were most of the early Chinese inventions related to agriculture?

Critical Thinking

- **6. Analyze Causes and Effects** Why were the Silk Roads important to ancient China?
- **7. CONNECT to Today** Why might Confucianism continue to influence life in Chinese villages?



Internet Activity Use the Internet to research how silk is made. Create a diagram showing the process. Clearly label all the steps.

INTERNET KEYWORD: Silk making

Chapter Assessment

Interactive (**) Review



Material States for quizzes, flipcards, crosswords, review notes, and activities @ ClassZone.com

Ancient China

Science & Technology

- Chinese master the art of bronzeworking.
- A language system develops.
- Advances in agricultural technology produce more food.
- Paper and silk are produced.

Government



- Shang establish the first dynasty.
- People accept the idea of the Mandate of Heaven.
- Shi Huangdi and Qin unify China.
- Builders begin the Great Wall.
- Han Dynasty rules for 400 years.

Geography



- Early farmers settle in the river valleys of the Huang He and Chang Jiang.
- Physical landforms make contact with other parts of the world difficult.
- Goods, ideas, Buddhism, and cultural practices move along the Silk Roads.

Belief Systems



- Legalism calls for strict control of the people.
- Confucius teaches that the five relationships will bring harmony.
- Daoism promotes learning the way of nature to find harmony.

VOCABULARY

Explain why the words in each set below are linked with each other.

- 1. Qin and Legalism
- 2. filial piety and Confucianism
- 3. Han Dynasty and bureaucracy
- 4. Silk Roads and cultural diffusion

KEY IDEAS

Geography Shapes Ancient China

(pages 146–151)

- 5. What made the Huang He so valuable to ancient Chinese civilization?
- **6.** How did Chinese writing develop?

China's Ancient Philosophies (pages 152–157)

- 7. How did the Legalists and Daoists differ in their views of society?
- **8.** What five relationships did Confucius teach?

The Qin and the Han (pages 158–163)

- 9. Which policies of Shi Huangdi caused the greatest resentment among the people?
- **10.** What advances in government did the Han make?

The Legacy of Ancient China (pages 164–169)

- **11.** What are some ideas that reached ancient China because of the Silk Roads?
- **12.** Why was paper an important invention for China?

CRITICAL THINKING

- **13. Draw Conclusions** How did the teachings of Confucius support the ancient Chinese family structure?
- 14. Analyze Causes and Effects How did Confucianism contribute to the development of the Chinese bureaucracy?
- 15. Form and Support Opinions Do you think Legalism, Daoism, or Confucianism would be the most effective in ruling a land? Explain.



- 1. Writing Activity Imagine that you are a Chinese peasant and that Shi Huangdi has forced you to help build the Great Wal of China. Write a diary entry describing your work on the Great Wall. Include your views about having to do the work.
- 2. Interdisciplinary Activity—Science
 Research the paper-making process.
 Make a poster to illustrate the process
 and how it changed Chinese lives.



Click here to create a multimedia presentation comparing Shi Huangdi's tomb with the tomb of an Egyptian ruler @ ClassZone.com



How do the people, events, and ideas that shaped ancient China continue to influence the world?

Written Response Write a two- or three-paragraph response to the Essential Question. Consider the key ideas of each section and details about ancient China. Use the rubric to guide your thinking.

RESPONSE RUBRIC

A strong response will

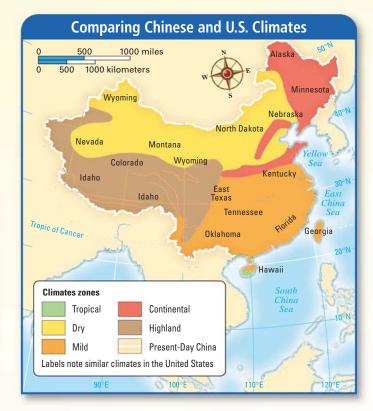
- discuss the development of Chinese culture
- identify ancient philosophies with lasting influence

Standards-Based Assessment



- Online Test Practice @ ClassZone.com
- Test-Taking Strategies and Practice at the front of this book

Read Maps The map below shows climates that are found in China and compares them to locations in the United States. Answer the questions about the map.



- 1. The western lands of China are similar in climate to which state of the United States?
 - A. Minnesota
 - B. Idaho
 - C. Kentucky
 - D. Oklahoma
- 2. Which area of China has a climate similar to Nebraska?
 - A. west central
 - **B.** east central
 - C. northeast
 - D. far north



Ancient and Classical Greece

Interact with History

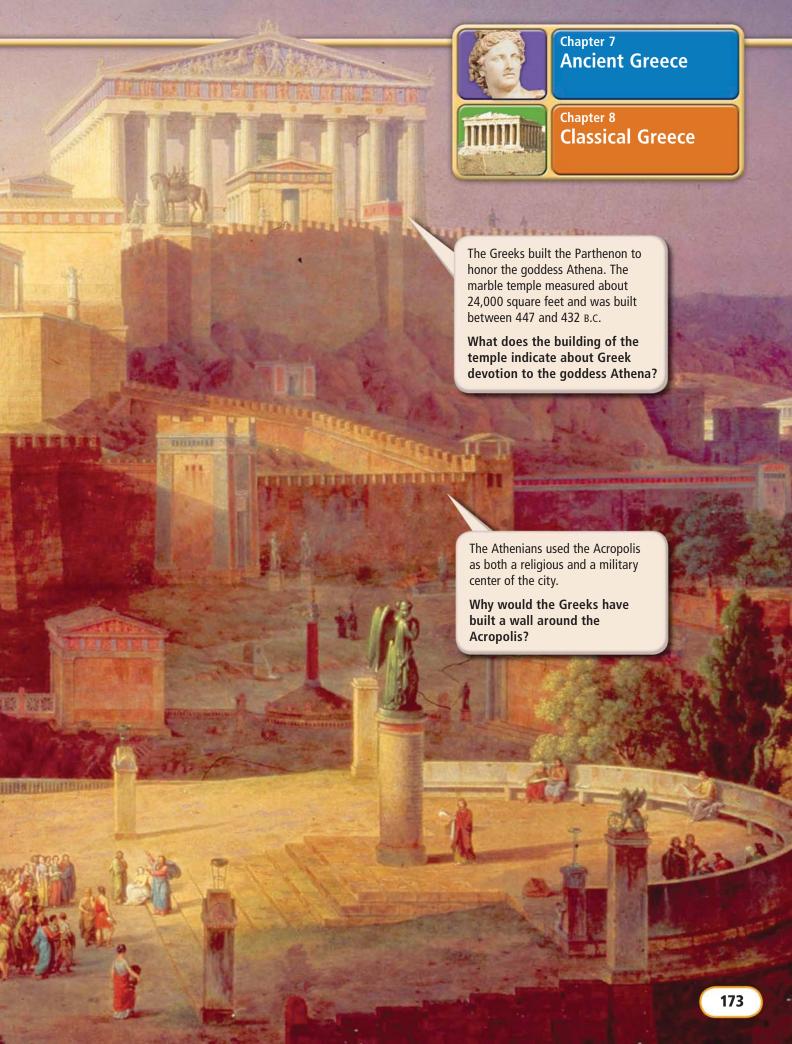
The Acropolis, mid-400s B.C.

You are a citizen of Athens, eager to catch up on the latest gossip and to find out the day's news. So you go to the agora, or marketplace, the best place to discuss the latest information. Looking up, you admire the Acropolis.

What functions did the Acropolis serve?

People made their way through the Propylaea, the gateway to the temples of the Acropolis.

Why might people have wanted to visit these temples?



Chapter **Ancient Greece Essential Question What factors shaped** government in Greece? lemeroscopium Use the map and the time line to answer the following questions. 1. Which bodies of water did the ancient Greeks use for trade? 2. How many years after the Mycenaean civilization thrived in Greece did the Greeks begin using an alphabet? 400 kilometers Greek homeland Region of Greek influence Major trade route Greek trade goods found 1500 B.C. Mycenaean civilization 1050 B.C. thrives in Greece. Dorians move (Mycenaean headpiece, 1500s B.c.) into Greece. **GREECE** 1500 в.с 1000 в.с. WORLD 1027 B.C. Olmec culture rises in Mexico. **Zhou Dynasty begins** (Olmec sculpture of man with in China. jaguar cub) 🕨 174



Section 1

Reading for Understanding

Key Ideas

BEFORE, YOU LEARNED

The geography of China influenced the ancient cultures that developed there.

NOW YOU WILL LEARN

The geography of Greece led to sea travel and trade, which helped to influence Greek culture.

Vocabulary

TERMS & NAMES

peninsula body of land nearly surrounded by water

Peloponnesus (PEHL•uh•puh•NEE•suhs) peninsula that forms the southern part of Greece isthmus (IHS•muhs) strip of land that connects two landmasses

Phoenicians (fih•NIHSH•uhnz) people of Southwest Asia who began to trade around 1100 B.C.

alphabet system of symbols representing sounds

BACKGROUND VOCABULARY

mainland main part of a country or territoryrugged having a rough, jagged, or unevensurface

founded established; brought into being **collapsed** broke down or ended suddenly



Visual Vocabulary peninsula

Reading Strategy

Re-create the chart shown at right. As you read and respond to the **KEY QUESTIONS**, use the chart to note the effects of the causes that are already listed.



See Skillbuilder Handbook, page R7.

ANALYZE EFFECTS

Causes	Effects
Mountains cover most of Greece.	
Several seas surround Greece.	
Greece traded with other regions.	



The Geography of Greece

Connect to What You Know Has construction or an accident ever blocked the road your family wanted to take? How did you get around the problem? Mountains prevented the ancient Greeks from doing much traveling over land. This section will explain how other methods of travel affected Greek life.

▲ Pottery Plate The sea was very important to the ancient Greeks. For one thing, it provided them with a variety of seafood, as shown on this plate.

Geography Shapes Ancient Greek Life



KEY QUESTION How did mountains affect life in Greece?

The **mainland** of Greece sticks out into the Mediterranean Sea. It is a peninsula, a body of land that is nearly surrounded by water. Greece also includes thousands of islands.

A gulf of water nearly divides the Greek peninsula in two. The southern tip forms a second peninsula called the **Peloponnesus** (PEHL•uh•puh•NEE•suhs). A narrow strip of land called an **isthmus** (IHS•muhs) links the Peloponnesus to the rest of Greece.

Landscape and Climate Mountains cover most of Greece and divide the land into many regions. The country also has no large rivers. The uneven landscape and lack of large rivers made transportation difficult in ancient times. The rugged landscape also made it difficult for Greeks to unite under a single government.

Greece has mild, rainy winters and hot, dry summers. In much of Greece, temperatures range from about 50°F in winter to 80°F in summer. The warm climate encouraged outdoor life in ancient Greece. For example, outdoor athletic competitions such as races were an important part of Greek culture.

Coastline of Greece

Because of its long coastline, Greece has many ports. This port, Palea Epidavros, is near the capital and ancient city of



Land Use in Greece

Mountains cover 70 to 80 percent of Greece. As a result, only about 20 to 30 percent of Greek land was good for farming. Even so, the ancient Greeks found ways to make the best use of the land that they had.

- They grew grain on the few open plains. Olive trees grew on the edges of those plains.
- The Greeks planted grapevines on the lower slopes of hills.
- Sheep and goats grazed on land that was too rocky or too infertile to grow crops.



Compare and Contrast How did the amount of land used for growing grains and olives compare with that used for grazing animals?



Agriculture Greek land was rocky, so only a small part of the region was good for farming. Even so, more than half of all Greeks were farmers or herders. Most farming took place in the valleys located between mountains.

In Greek society, landowners were part of the upper class. In general, only men owned property. A person who owned land could support himself. He had enough wealth to pay for equipment such as helmets, shields, and swords. This allowed him to serve in the army and defend his homeland. As a result, landowners had a higher place in society than merchants or poor people.

In order to get more farmland, the Greeks founded colonies in other regions. The western end of Anatolia had broad plains and rivers. The Greeks founded many colonies there.

Resources The lack of farmland was not the only problem. Greece also lacked natural resources such as precious metals. As a result, the Greeks had to find those resources in other places.

Greece did have two important resources. One was plentiful stone for building. The other was a coastline with many good sites for harbors.



ANALYZE EFFECTS Describe the effects of mountains on life in Greece.

Trade Helps Greece Prosper



V KEY QUESTION How did the sea affect the economy of Greece?

Just as rivers influenced other ancient cultures, the sea influenced life in ancient Greece. Greece has a long coastline, and most places in Greece are less than 100 miles from the coast. In fact, many cities were built directly on harbors.

A Seafaring People Several seas played a major role in the life of ancient Greece. The largest was the Mediterranean Sea to the south. The Ionian and Aegean seas were branches of the Mediterranean. The Ionian Sea is west of Greece, and the Aegean Sea lies to the east.

These "highways of water" linked most parts of Greece to each other. The Greeks used the seas as transportation routes, and they became skilled sailors and shipbuilders. They built rowing ships for fighting and sailing ships for trading. Some warships had two or three levels of oars on each side. Most sailing ships had a single mast and square sail.

The Ionian and Aegean seas are not very large. Small ships could sail around them by staying near the coast or by sailing from island to island. Once the Greeks learned these routes, they were able to sail to other regions.

The sea was a source of fish, an important part of the Greek diet. The Greeks traded fresh fish from the sea to local ports along the coast. They also dried some kinds of fish so that they could be transported over great distances.

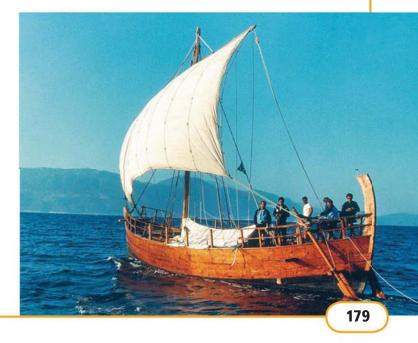
Trade and Commerce Greece did not produce much grain, but some regions produced surplus olive oil, wine, wool, and fine pottery. Greek city-states bought and sold surplus goods

from each other. In addition, Greeks traded these items to other regions around the Black Sea and the Mediterranean Sea, including Egypt and Italy.

The main items that the Greeks bought were grain, timber for building, animal hides, and slaves. The Greeks also traded for nuts, figs, cheese, and flax, which they used to make linen.

ANALYZE EFFECTS Identify the ways the sea affected the Greek economy.

Greek Ship This contemporary ship shows how ancient Greek fishing ships may have



The Earliest Greeks



KEY QUESTION How did trade influence Greek culture?

The Greek culture of sailing and trading developed over thousands of years. The earliest Greeks had moved onto the Greek peninsula about 2000 B.C.

Mycenaean Civilization The first Greek civilization was built on the Peloponnesus. It was named after its most important city, Mycenae (my•SEE•nee). The city, located among hills, was surrounded by a protective wall. This fortress could withstand almost any attack. A king ruled each city of Mycenaean Greece as well as the surrounding villages and farms.

The nobles who lived within the fortress in Mycenae lived in luxury. They enjoyed great feasts in huge dining halls. They drank from gold cups and wielded bronze weapons. Most common people in Mycenaean Greece made tools from less expensive materials such as stone and wood.

The Mycenaeans were traders. Their culture featured writing, gold jewelry, bronze weapons, and fine pottery. Their civilization collapsed about 1200 B.C., perhaps because of invaders.

After the fall of the Mycenaeans, Greek culture declined. People no longer kept written records. Without such records, historians know little about the period from 1200 to 750 B.C.

COMPARING Cultures

The Alphabet

Writing systems change over time. The Greeks borrowed the Phoenician alphabet of 22 letters but wrote the symbols differently. Also, the Greeks added two letters. The alphabet of the ancient Greeks evolved into the 26 letters used for English today.

Sign Language American sign language includes an alphabet that consists of gestures.



Culture									1	Alp	h	bet	Cl	nar	act	ter	s															
Phoenician	4	9		⊿	3		1		\otimes	Z		٧	C	Μ	4	0		J	۲	٩	٩	W	×	Υ						‡		Ι
Ancient Greek	Α	В		Δ	Ε		Γ	Н	Ф	I		K	Λ	M	N	0	Ω	Г			P	Σ	Т	Υ			Φ	X	Ψ	Ξ		I
Modern English	A	В	С	D	E	F	G	Н		I	J	K	L	M	N	O		P		Q	R	S	Т	U	V	W				X	Y	Z

New Advances in Greek Culture In time, Greek culture began to flourish again. One reason for this is that the Greeks learned from other people, such as the Phoenicians (fih•NIHSH•uhnz). The Phoenicians were an important trading people living on the eastern coast of the Mediterranean. As traders, the Phoenicians needed a way of recording trade transactions clearly and quickly. As you've learned, they developed a system that used 22 symbols to stand for sounds. Such a system of symbols is called an alphabet. By trading with other people, the Phoenicians spread their system of writing.

The Greeks picked up the Phoenician alphabet between 900 and 800 B.C. They changed some letters to suit their language. The Greek alphabet later evolved into our own alphabet of 26 letters. The table on page 180 shows the Phoenician, Greek, and modern English alphabets.

The Greeks also learned about coins from trading with other peoples. Coins were invented about 650 B.C. in Anatolia. Most parts of Greece were making their own coins by 500 B.C.

Eventually, the Greeks also developed new forms of literature and government. You will learn more about these developments in Sections 2 and 3.

Greek Coins This coin is from the city of Athens, Greece. One side shows the goddess Athena, for whom Athens was named. The other side shows an owl, which was a symbol of Athena's wisdom.







ANALYZE EFFECTS Identify the effects of trade on Greek culture.

1 S

Section Assessment

ONLINE QUIZ For test practice, go to Interactive Review @ ClassZone.com

Terms & Names

1. Explain the importance of

peninsula isthmus alphabet Peloponnesus Phoenicians

Use Your Reading Notes

2. Analyze Effects Use your completed chart to answer the following question:

What effects did the geography of Greece have on settlement patterns?

Causes	Effects
Mountains cover most of Greece.	
Several seas surround Greece.	
Greece traded with other regions.	

Key Ideas

- **3.** How did the geography of the Greek peninsula affect the political organization of the region?
- **4.** How did the seas affect the trade patterns that the Greeks established?
- **5.** What were some features of the culture of Mycenaean Greece?

Critical Thinking

- **6. Analyze Causes** Why did the ancient Greeks develop trade with other regions?
- 7. Compare and Contrast What were two major differences between the civilizations of Greece and Mesopotamia?



Make a Map Using the map on page 175 as a model, make an outline map of Greece. Then reread "Trade Helps Greece Prosper" and "The Earliest Greeks." With whom did ancient Greeks trade? What waterways did they use? Label these places on your map.

Section **9**

Reading for Understanding

Key Ideas

BEFORE, YOU LEARNED

The life of ancient Greeks was influenced by Greece's geography and trade.

NOW YOU WILL LEARN

The ancient Greeks honored many gods and developed their own literature.

Vocabulary

TERMS & NAMES

Zeus ruler of the Greek gods

Mount Olympus highest mountain in Greece; home of the Greek gods, according to myth myths stories that people tell to explain beliefs

about their world

Olympics games held every four years
epics long poems about a hero's adventures
fable short story that usually involves animals
and teaches a moral

BACKGROUND VOCABULARY

vivid producing clear mental images **javelin** light spear thrown by hand

REVIEW

polytheism belief in many gods and goddesses



Visual Vocabulary javelin

Reading Strategy

Re-create the chart shown at right. As you read and respond to the **KEY QUESTIONS**, record information that will help you make a generalization, or broad judgment, about the relationship between Greek beliefs and literature.



See Skillbuilder Handbook, page R12.

MAKE GENERALIZATIONS Greek Religious Beliefs Greek Literature

Life in Ancient Greece

Connect to What You Know Like other ancient peoples, the Greeks believed in many gods. This belief is called polytheism. But you won't find gods with animal heads in Greece as you did in Egypt. Greek gods looked like humans, yet were more powerful and beautiful than any human could be.

Greek Gods and Myths

KEY QUESTION How were Greek myths and religion related?

To the Greeks, the gods were not distant beings. They became involved in people's lives, and the Greeks loved to tell stories about them. These **vivid** tales portrayed gods who could be noble or wise but could also be cruel or selfish.

The Gods of Greece The Greek gods had both divine and human qualities. For example, they were very powerful and could shape human events. Yet they had a wide range of human emotions, including love, anger, and jealousy. The gods and goddesses of Greece constantly competed with one another.

Zeus (**ZOOS**) was the ruler of the gods. The Greeks believed that he and 11 other major gods and goddesses lived on **Mount Olympus** (uh•LIHM•puhs), the highest mountain in Greece. The Greeks also worshiped many less-important gods.

Each city had a special god or goddess to protect it. For example, Athena (one of the 12 who lived on Olympus) was the protector of Athens. She was the goddess of wisdom, a warrior, and the patron of crafts such as weaving.



▲ Greek Vase This vase shows a scene from a Greek myth about the hero Heracles (also called Hercules).

Mount Olympus

In the stories of ancient Greek religion, the most important gods lived on this mountain. As a result, this group is frequently called the Olympian gods. V

Greek Mythology Myths are stories that people tell to explain beliefs about their world. Myths often begin as oral stories. Later they might be written down.

The Greeks developed myths to explain the creation of the world and of human beings. One such myth tells about Pandora, the first woman on earth. Zeus gave Pandora a sealed jar, but told her not to open it. Despite the warning, she opened the jar, releasing sickness, greed, and all the other evils upon the earth. One spirit remained in the jar: hope.

Many myths described the gods and goddesses and how they related to one another and to humans. For example, the myth of Prometheus (pruh•MEE•thee•uhs) tells how he stole fire from the gods and gave it to humans. Zeus punished him for this by chaining him to a rock. Every day, an eagle ate his liver—which grew back every night.

Other myths portrayed Greek heroes and heroines. One such myth describes Atalanta, who was raised by a mother bear and then by caring hunters. As a result she became a skilled hunter and runner.

SUMMARIZE Explain how Greek myths and religion were connected.

Honoring the Gods



KEY QUESTION How did the Greeks honor their gods?

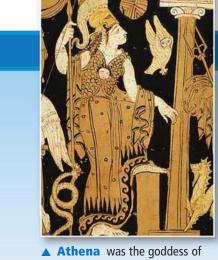
Like other ancient peoples, the Greeks believed it was important to honor the gods. An angry god could cause trouble. The Greeks created statues of the gods and built temples as places for the gods to live. They also held special events to honor the gods.



Greek Gods and Goddesses Like other ancient civilizations, the Greeks worshiped many gods.

Each god had a specific purpose.

Zeus was the father of many other gods. Some of his children were Aphrodite, Apollo, Athena, and Hermes.



▲ Athena was the goddess of wisdom and also a warrior. Athena had no mother. She sprang from the forehead of Zeus.

Holy Festivals Certain days of each month were holy to different gods and goddesses or to aspects of nature. People celebrated holy days with sacrifices and public ceremonies.

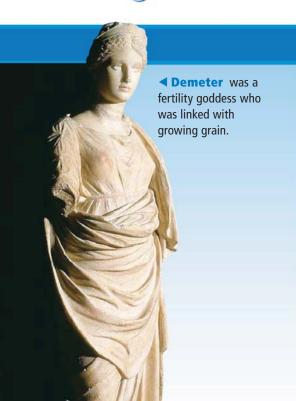
The most important festivals honored the 12 Olympian gods. For example, there was a great festival to honor Athena. A new robe was woven for her statue in the main temple. The festival also included a procession, races and other athletic games, and poetry recitals.

The Olympics In Greece, games were often part of religious festivals. The largest and most elaborate of these were the Olympics. The **Olympics** were games held every four years as part of a major festival that honored Zeus. They took place in a stadium built in the city of Olympia. Only men competed in these contests.

The oldest records of winners at the Olympics date to 776 B.C., but the games might have been going on for centuries before that. The first Olympics included only a foot race. Over time, longer races and other events were added. Events included wrestling, the long jump, the javelin throw, and the discus throw. These games tested skills that were valuable to soldiers.

A festival to honor the goddess Hera, the wife of Zeus, was held at the same time as the Olympics. As part of the festival, unmarried girls competed in foot races. The races, held for three different age categories, took place in the Olympic stadium.

CATEGORIZE Describe the ways Greeks honored their gods.





Make Flipcards

Learn the names and roles of Greek gods and goddesses by making flipcards.

- 1 Find the names and roles of the 12 major Greek gods and goddesses.
- 2 Write the name of the god on one side of an index card.
- Write the role of the god on the other side.



▲ Olympics for All Today, a wider variety of athletes has the chance to compete in Olympic games than ever before.

Materials

- index cards
- markers



Early Greek Literature



KEY QUESTION Why is early Greek literature, such as Homer's epics, important?

In addition to stories about gods, the Greeks told stories about their ancient heroes. Much of what we know about the early Greeks comes from stories passed down through generations and from long poems that told stories. These long poems are called **epics**. According to tradition, a blind man named Homer composed the most famous epic poems. They are still considered masterpieces of literature.

Epics of Homer Homer's two great epic poems are the *Iliad* and the Odyssey. The backdrop of both poems is the Trojan War. The war started because a Trojan (a resident of Troy) stole the wife of a Greek king. The Greeks gathered a great army and sailed to the city of Troy. They surrounded the city and spent more than nine years fighting the Trojans and trying to capture their city.

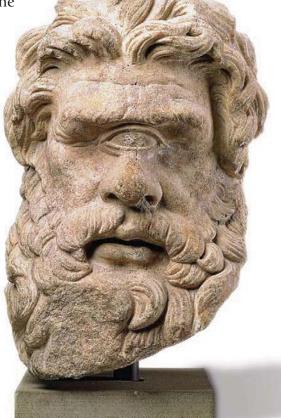
The *Iliad* is famous for its portrayal of heroes, especially the Greek warrior Achilles (uh•KIHL•eez). When he was a baby, his mother held him by his heel and dipped him in a special river. Every place the water touched was protected from injury. Achilles seemed unbeatable in battle. But when an arrow struck his one weak spot—his heel—he died.

For centuries, people thought the Trojan War was fiction. Around 1870, archaeologists discovered the ruins of ancient Troy. A real war did take place there, but it did not happen exactly as the *Iliad* portrays it.

Homer's other major epic is the *Odyssey*. It describes the adventures of the Greek hero Odysseus (oh•DIHS•YOOS). On his trip home after the Trojan War, Odysseus offended Poseidon, the Greek god of the sea. In revenge, the god made Odysseus' journey take ten years. During that time, Odysseus and his men traveled through strange and mysterious lands and encountered many dangers. Odysseus used his wits and trickery to survive his long journey.

These ancient stories still influence speech and art today. For instance, the phrase "Achilles' heel" is used to refer to a person's weakest area. The word odyssey describes a challenging trip or adventure.

Cyclops On Odysseus' long voyage, a one-eyed monster called a Cyclops made him and his men prisoners. The Cyclops ate several of the men before Odysseus blinded him and escaped. \vee



Aesop's Fables A fable is a short story, usually involving animals, that teaches a moral lesson. Many fables told today are credited to a Greek named Aesop (EE•suhp). Several ancient historians described Aesop as a slave who lived in Greece and wrote the fables. However, modern scholars believe it is unlikely that a person named Aesop actually existed. It is more likely that the name was invented to provide an author for many ancient fables.

One of Aesop's best-known fables is "The Hare and the Tortoise." In this fable, a hare (rabbit) makes fun of a tortoise (turtle) for being slow. The tortoise challenges the hare to a race. The hare thinks the challenge is ridiculous. He is so sure he will win that he decides to lie down for a nap. The tortoise, however, never stops but instead goes at a slow, steady pace until he reaches the finish line. When the hare wakes up, he realizes that it is too late for his speed to save him, and the slow tortoise wins the race. People today still refer to the lesson in this fable to encourage people to work steadily at a task, even if the task seems like an impossible one to accomplish.



▲ The Hare and the Tortoise This cartoon uses the theme of the hare and the tortoise. What sort of race is measured by "the polls" mentioned in the caption?



FIND MAIN IDEAS Explain the importance of Homer's epics.

2

Section Assessment



Terms & Names

1. Explain the importance of

Zeus myth epic poem Mount Olympus Olympics fable

Use Your Reading Notes

2. Make Generalizations Use your completed chart to answer the following question: How were Greek religious beliefs and literature linked? Write your answer as a generalization.

Greek Religious Beliefs	Greek Literature
	.00

Key Ideas

- **3.** Why was mythology important to the lives of ancient Greeks?
- **4.** What role did religious festivals play in Greek life?
- **5.** How are the *Iliad* and the *Odyssey* connected?

Critical Thinking

- **6. CONNECT to Today** What lesson might people today learn from the myth of Pandora?
- 7. Compare and Contrast In what key ways were the religions of Egypt and Greece similar and different?



Write a Fable Consider a moral lesson that is important to you. Working with a group, create a story that uses animals to teach that lesson.

Section 3

Reading for Understanding

Key Ideas

BEFORE, YOU LEARNED

The Greeks honored many gods and developed their own literature.

NOW YOU WILL LEARN

The growth of city-states in Greece led to the development of different political systems, including democracy.

Vocabulary

TERMS & NAMES

polis Greek word for city-state
aristocracy (AR•ih•STAHK•ruh•see) a
government ruled by the upper classes
oligarchy (AHL•ih•GAHR•kee) a government
ruled by a few powerful individuals

tyrant in ancient Greece, ruler who took power illegally

democracy government in which citizens make political decisions, either directly or through elected representatives

ostracize to send someone away from the citystate for ten years

BACKGROUND VOCABULARY

supreme greatest in power or authoritycitizen person who is loyal to and protected by a state or nation

entitled to have rights and privilegesgradual happening little by little

REVIEW

city-state political unit made up of a city and its surrounding lands

Reading Strategy

Re-create the chart shown at right. As you read and respond to the **KEY QUESTIONS**, use your own words to take notes about types of government on the chart.



See Skillbuilder Handbook, page R6.

Types of Government Monarchy Oligarchy Democracy



The City-State and Democracy

Connect to What You Know As you read in Section 1, the Mycenaean civilization fell about 1200 B.C. After a decline, Greek culture gradually started to advance again. This led to the rise of Greek civilization. Like ancient Sumer, Greece was a region of people who shared a common language and common beliefs. In spite of that cultural unity, Greece was divided politically.



▲ Ostracism Athenian citizens could vote to ostracize, or banish, someone. They voted by scratching the person's name on a piece of pottery called an ostracon.

The Rise of City-States



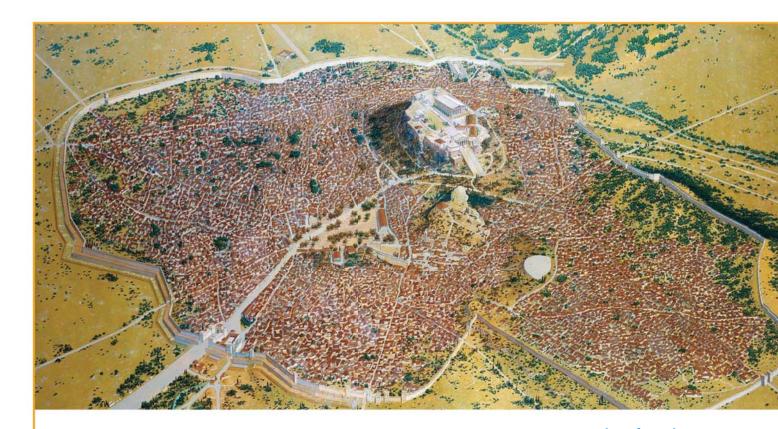
KEY QUESTION How was Greece organized politically?

You have learned how geography divided Greece into small regions. Because of this, the basic form of government in Greece was the **city-state**. A city-state is a state formed by a city and its surrounding lands. It generally included numerous villages. The colonies founded by Greeks around the Mediterranean were also city-states.

Greek City-States City-states became common in Greece about 700 B.C. In Greek, the word for city-state was polis. Most citystates were small. Geographic features, such as mountains, limited their size. Athens and Sparta were the largest Greek city-states. Their lands included the plains that surrounded the center city.

Most Greek city-states controlled from 50 to 500 square miles of territory and had fewer than 20,000 residents. Because the typical city-state was fairly small, the people who lived there **Agora** Most Greek cities had an open marketplace called an agora. The remains of ancient Athens' agora are shown here. V





Layout of the City The center of city life was the agora, an open space where people came for business and public gatherings. Male citizens met there to discuss politics. Festivals and athletic contests were held there. Statues, temples, and other public buildings were found in and around the agora. (See Daily Life on pages 202–203.)

▲ Athens from the Air A modern artist painted this watercolor showing what ancient Athens may have looked like. Notice how the Acropolis is much higher than everything else.

Many cities had a fortified hilltop called an acropolis. The word means "high city." At first, people used the acropolis mainly for military purposes; high places are easier to defend. Later the Greeks built temples and palaces on the flat tops of these hills. Ordinary houses were built along the hill's base.



SUMMARIZE Explain how Greece was organized politically.

Forms of Government



V KEY QUESTION What different political systems evolved in the citystates of Greece?

Each city-state of Greece was independent. The people of each one figured out what kind of government worked best for them. As a result, different city-states used different political systems. Some city-states kept the same system of government for centuries. Others slowly changed from one system to another.

Monarchs and Aristocrats The earliest form of government in Greece was monarchy. A monarch is a king or queen who has **supreme** power. A monarchy is a government that a king or queen rules. Most Greek city-states started out as monarchies but changed over time to other forms of government.

Aristocracy (AR•ih•STAHK•ruh•see) is a government ruled by the upper class of society or by nobility. In Greece, the nobles were people who were descended from high-born ancestors. Some aristocrats claimed that their ancestors were mythical heroes.

The Greek city-state of Corinth began as a monarchy. Later, it was ruled by an aristocracy. Many other Greek city-states followed the same path. By the 700s **B.C.**, the governments of most of the Greek city-states had changed from monarchies to aristocracies.

Oligarchy Some city-states developed a political system called **oligarchy** (AHL•ih•GAHR•kee). Oligarchy means "rule by the few." It is similar to aristocracy because in both cases, a minority group controls the government.

The main difference between an aristocracy and an oligarchy is the basis for the power of the ruling class. When aristocrats rule, they do so because of their inherited social class. In an oligarchy, people rule because of wealth or land ownership. In some Greek city-states, an oligarchy replaced aristocratic rule. In others, the aristocrats and the oligarchs shared power.

Tyrants Poor people were not part of government in monarchies, aristocracies, or oligarchies. Often, the poor people came to resent being shut out of power, and at times, they showed their resentment by rebelling.

Sometimes a wealthy person who wanted to seize power made use of that anger. He would ask poor people to support him in becoming a leader. Such leaders were called tyrants. In Greece, a **tyrant** was someone who took power in an illegal way. Today the term *tyrant* means a cruel leader. To the Greeks, a tyrant was simply someone who achieved the power of a king without being of royal birth. Some Greek tyrants worked to help the poor or created building programs to provide jobs. Others enacted laws canceling the debts that poor people owed to the wealthy.

Tyrants played an important role in the development of rule by the people. They helped to overthrow the oligarchies. They also showed that if common people united behind a leader, they could gain the power to make changes.



COMPARE AND CONTRAST Describe the political systems that evolved in the city-states of Greece.

COMPARING Governments

	Monarchy	Oligarchy	Direct Democracy
Who ruled	A king or queen ruled the government.	A small group of citizens ruled the government.	All citizens took part in the government
Basis for rule	Many kings or queens claimed that the gods gave them the right to rule. The monarch's son usually was the next ruler.	Wealth or land ownership gave this group the right to rule.	Citizenship was usually limited to adult males. Sometimes other restrictions applied.
Type of rule	The king or queen often had supreme power over everyone else.	The ruling group ran the government for their own purposes.	Decisions were made by voting. The majority won.

CRITICAL THINKING

Draw Conclusions Reading from left to right, what pattern do you see in how many people were involved in government?

Athens Builds a Limited Democracy



KEY QUESTION How did Cleisthenes change Athens' government?

By helping tyrants rise to power, people in the lower classes realized they could influence government. As a result, they began to demand even more political power.

Citizenship One of the major legacies of ancient Greece is the idea of citizenship, which the Greeks introduced. In today's world, a citizen is a person who is loyal to a country and who is **entitled** to protection by the government of that country. In ancient Greece, only adult males could be citizens. Other restrictions on citizenship varied in different city-states. Some limited citizenship to land owners. Others required having parents who were free citizens.

In much of ancient Greece, people of both upper and lower classes were citizens, but only upper-class citizens held power. By demanding political power, the lower-class citizens were asking for a major change to their society. Such changes do not happen quickly. During the 500s B.C., two leaders in Athens made gradual reforms that gave people more power. Those leaders were Solon and Cleisthenes (KLYS•thuh•NEEZ).

Solon In the 500s **B.C.**, trouble stirred in Athens. Many poor farmers owed so much money that they were forced to work their land for someone else or to become slaves. The lower classes were growing angry with the rulers.

About 594 B.C., the nobles elected Solon to lead Athens. He made reforms that helped prevent a revolt by the poor. First he freed people who had become enslaved because of debts. He made a law that no citizen could be enslaved.

Solon also organized citizens into four classes based on wealth, not birth. The richest men had the most power. Even so, this was still a fairer system than the old one that limited power to those of noble birth. The changes established by Solon allowed all citizens to serve in the assembly, the lawmaking body, and to help elect leaders. He also reformed the laws to make them less harsh.

Cleisthenes Around 500 B.C., Cleisthenes increased the power of Athenian citizens even more. He reorganized the assembly to take power away from the nobles. He organized citizens into ten groups, known as tribes. The tribes were based on place of residence, instead of on wealth or family ties.

Cleisthenes set up a group of ten commanders to lead the military. Each tribe elected one of the commanders, who served for one year. Cleisthenes also reformed the council that helped the assembly to govern. It became known as the Council of Five Hundred.

History Makers

Solon (c. 630 to 560 B.C.)

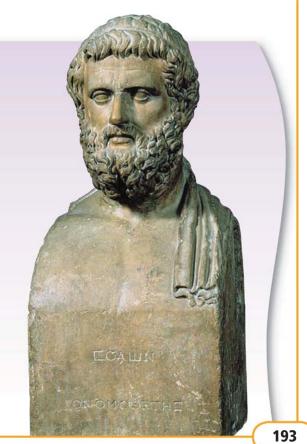
Solon was called one of the Seven Wise Men of Greece. Although he was the son of a noble family, he reduced the nobles' power. He is known for his political reforms and his poetry. Poetry was the way he communicated with the citizens.

About 600 B.C., Solon recited a poem to encourage the Athenians in a war. He persuaded them to resume the war and save the honor of Athens.

Solon's reforms did not make all Athenians happy. The nobles wished he had made fewer changes. Poor farmers wished that he had given them more land. Tired of having to justify his reforms, Solon left on a trip for ten years. He traveled to Egypt and Cyprus, among other places. He wrote poems about his journey.

CRITICAL THINKING

Analyze Point of View Why might nobles have disliked Solon's reforms?

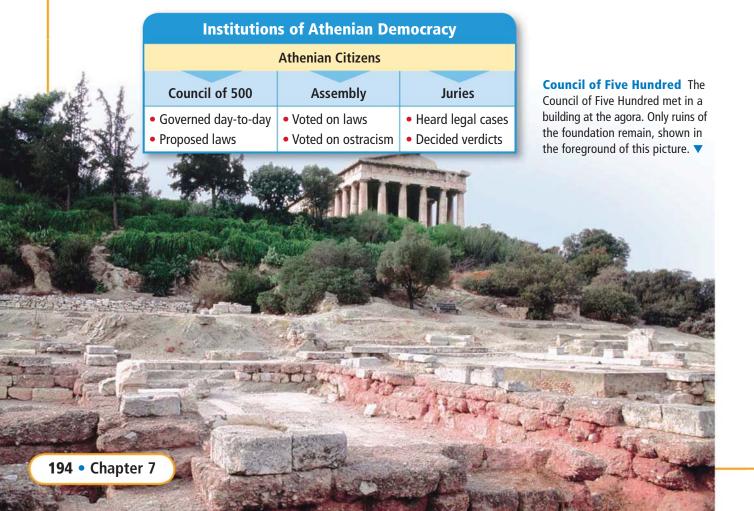


Direct Democracy The Council of Five Hundred was made up of 500 men, 50 men from each of the 10 tribes. Any citizen over the age of 30 was qualified to be a member. Each tribe chose the men by lot, or at random, to serve for a term of one year. Members could be reelected only once. The yearly turnover allowed for a greater number of Athenian citizens to participate in their government at a high level.

Cleisthenes' plan allowed members of the Council of Five Hundred to suggest laws to the assembly for debate and possible passage. The Council advised the assembly. Laws were passed by a majority vote in the assembly.

These changes moved Athens toward an early form of democracy. **Democracy** is a government in which the citizens make political decisions either directly or through elected representatives. The Athenian style of democracy is called a direct democracy. In such a system, all the citizens meet to decide on the laws. (Indirect democracy, in which people elect representatives to make laws, is more common today. The United States is an example.)

Limited Democracy and Ostracism Although Athens established a direct democracy, its benefits were limited. The government did not include all of the people who lived in the city-state. Only free adult males who were citizens could take part in the government.



Women, enslaved people, and foreigners could not take part. Noncitizens in Athens were not allowed to become citizens.

Athenian democracy included a system called ostracism. In this system, any member of the assembly who thought someone was a danger to the city-state could submit the name of the person for a vote by the assembly. If that person received a large number of votes to **ostracize**, then he or she would be sent away for ten years.

Citizens' Responsibilities Athenian citizens had several responsibilities. They had to serve in the army whenever they were needed. Under the changes brought about by Cleisthenes, each of the ten tribes was required to provide citizens for military duty. Athenian citizens were trained for warfare and were called upon to take up arms in times of actual war.

Athenian citizens also served on juries. To be eligible to serve, a citizen had to be at least 30 years old. Juries usually had several hundred people to hear charges against a person. In Athens, all citizens were equal in the courts. There were no professional lawyers or judges. Citizens argued their cases directly before the jury. The jurors then voted to decide whether or not the person was guilty.



ANALYZE EFFECTS Explain how Cleisthenes helped to change the government of Athens.

Section Assessment



Terms & Names

1. Explain the importance of

polis oligarchy democracy aristocracy tyrant ostracize

Use Your Reading Notes

2. Categorize Use your completed chart to answer the following question:

In which form of government do the fewest people share power?

Types of Government				
Monarchy	Oligarchy	Democracy		

Key Ideas

- **3.** How did the geography of Greece lead to the rise of city-states?
- **4.** What was the role of tyrants in the development of democracy in Greece?
- **5.** What made democracy in Athens a limited democracy?

Critical Thinking

- **6. Analyze Causes** What were the key factors leading to the rise of tyrants? Explain.
- **7. Draw Conclusions** Why was the introduction of the idea of citizenship important to the development of democracy?



Make a Poster Find out how a person qualifies as a citizen in the United States. How can a noncitizen become a citizen? Make a poster comparing U.S. citizenship with Athenian citizenship.

Section **4**

Reading for Understanding

Key Ideas

BEFORE, YOU LEARNED

Athens developed a direct, though limited, democracy in which citizens made political decisions.

NOW YOU WILL LEARN

Sparta's government developed around its strong army. Several city-states united to defeat the invading Persians.

Vocabulary

TERMS & NAMES

Athens city-state of ancient Greece, noted for its democratic form of government

Sparta city-state of ancient Greece, noted for its militarism

helots (HEHL•uhtz) enslaved people of Sparta

barracks military houses

Marathon plain near Athens

BACKGROUND VOCABULARY

supervisors people who are in charge of a unit or group

proposed suggested, or put forward for consideration

industry enterprise in which goods are manufactured from raw materials

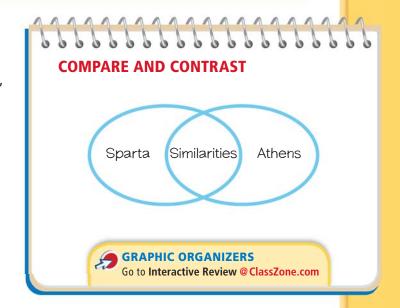
clever smart; showing quick thinking and resourcefulness

Reading Strategy

Re-create the Venn diagram shown at right. As you read and respond to the **KEY QUESTIONS**, take notes comparing and contrasting life in Sparta and Athens.



See Skillbuilder Handbook, page R8.



Sparta and Athens

Connect to What You Know You've read about Athens. Its main rival was **Sparta**, a large city-state in the Peloponnesus. Life there was quite different from life in Athens.

Sparta's Military State

V KEY QUESTION How did Spartan education support the military?

About 715 B.C., Sparta conquered a neighboring area to gain land. The Spartans forced the defeated people to become enslaved people called **helots** (HEHL•uhtz). They worked mostly on farms and had to give the Spartans half their crops. The helots rebelled many times. Although they greatly outnumbered the Spartans and fought hard, the Spartans put down the revolts. Fear of these revolts led Sparta to become a state that focused everything on building a strong army.

Government and Society Sparta had a government that was part monarchy, part oligarchy, and part democracy. Two kings ruled Sparta, and five elected **supervisors** ran the government. The Council of Elders, which was made up of 30 older citizens, **proposed** laws. All Spartan citizens were part of the Assembly, which elected officials and voted on the laws proposed by the Council.

Three social groups made up Spartan society citizens, free noncitizens, and helots. Citizens were descendants from the original inhabitants of the region. They lived in the city and spent all their time training to be soldiers. Free noncitizens, who had no political rights, lived in nearby villages. The lowest group was the helots. Their labor fed Sparta, making it possible for free Spartans to be full-time soldiers.

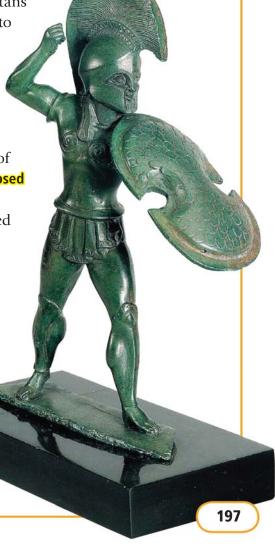
Spartan Warrior As this statue shows, Spartans valued military strength. Probably only an officer of a high rank could wear the crested helmet shown here.

Starting with a Story Imagine you are a

Spartan soldier. Persia is invading Athens, and Athenians are asking Sparta to help.

Click here to listen to the story @ ClassZone.com





Education The goal of Spartan society was to have a strong army. At age seven, boys moved into military houses called **barracks**. Their education stressed discipline, duty, strength, and military skill. The boys learned to read just a little.

All male citizens entered the army at the age of 20 and served until they were 60. Even after men got married, they had to eat with their fellow soldiers.

Women's Roles Spartan society expected its women to be tough, emotionally and physically. Mothers told their sons, "Bring back this shield yourself or be brought back on it." (Spartans carried dead warriors home on their shields.) Education for girls in Sparta focused on making them physically strong. They had athletic training and learned to defend themselves.

The emphasis on the army made family life less important in Sparta than in other Greek city-states. In Sparta, husbands and wives spent much time apart. Women had more freedom. They were allowed to own property. A wife was expected to watch over her husband's property if he was at war.



SUMMARIZE Explain how education in Sparta supported the military.

Primary Source

Background Plutarch (PLOO•tahrk) was a Greek historian who lived between A.D. 46 and about 120. One of the people he wrote about was Lycurgus (ly•KUR•guhs), the leader of Sparta who created its strong military institutions. This passage describes how boys were trained in Sparta by being placed in companies, or military units.

Lycurgus, seated, discusses the meaning of education in this painting created in the 1600s. ▼



◄)) from Parallel Lives

By Plutarch (Based on the translation by Aubrey Stewart and George Long)

As soon as the boys were seven years old Lycurgus took them from their parents and enrolled them in companies. Here they lived and ate in common and shared their play and work. One of the noblest and bravest men of the state was appointed superintendent of the boys, and they themselves in each company chose the wisest and bravest as captain. They looked to him for orders, obeyed his commands, and endured his punishments, so that even in childhood they learned to obey.

DOCUMENT-BASED QUESTION

What did Spartan boys learn that made them good soldiers?

Athens' Democratic Way of Life

V

KEY QUESTION What was the role of women in Athens?

As you learned in Section 3, Athens gradually developed a direct democracy. All of its citizens met to vote on laws. However, democracy was limited because only free men were citizens.



Athenian Society Athenians were divided into four main classes—citizens, women, noncitizen free persons, and enslaved people. However, within each class were smaller classes. For example, the citizen class included several levels of citizens, generally based on wealth.

Enslaved people made up one-third of the population. Generally, Athenians enslaved people whom they captured in wars. The children of enslaved people were also enslaved. Enslaved people in Athens worked in homes, agriculture, **industry**, and mines, and often worked alongside their masters. Some even earned wages and were able to buy their freedom.

▲ Knucklebones
Players These
women are playing
knucklebones, an ancient
game similar to the
child's game of jacks.
It was originally played
with the knucklebones
(anklebones) of a sheep.

Education In Athens, education was designed to prepare boys to become good citizens. Boys of wealthy families started school at age six or seven. They studied logic and public speaking to help them debate as adults in the assembly. They also studied reading, writing, poetry, arithmetic, and music. Athletic activities helped them to develop strength and coordination.

Women's Roles Women did not participate in the Athenian government. Athenians expected women to be good wives and mothers. These roles were respected because they helped to keep the family and society strong. In addition, some women fulfilled significant religious roles as priestesses in temples. In spite of their importance to society, Athenian women had much less freedom than Spartan women.

Women could inherit property only if their fathers had no sons. Girls did not attend school. They learned household duties from their mothers. A few learned to read and write.



FIND MAIN IDEAS Describe the role of women in Athenian society.

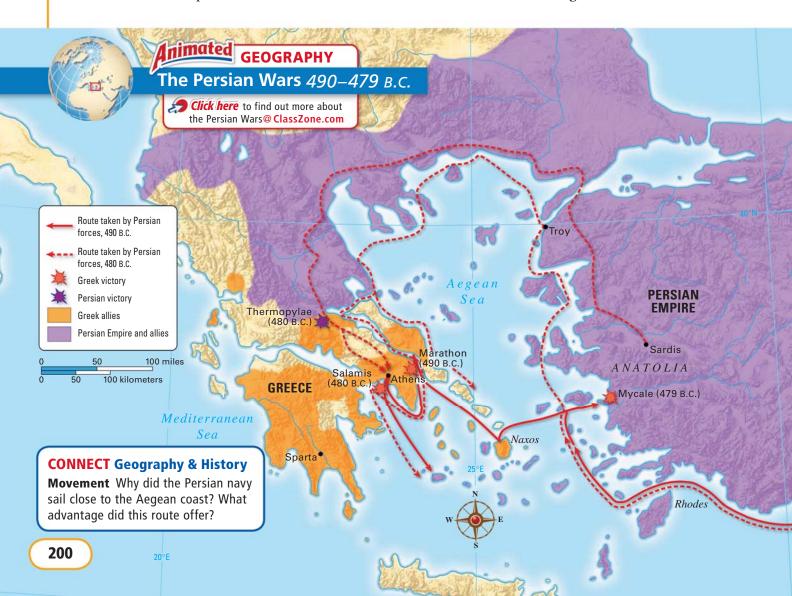
The Persian Wars

KEY QUESTION How did the Persian Wars affect Greek city-states?

As you know, Persia conquered much of Southwest Asia. In the 500s B.C., Persia conquered Anatolia, a region with many Greek colonies. In 499 B.C., some Greeks in Anatolia revolted against Persian rule. Athens sent ships and soldiers to help them. The revolt failed, but Persia decided to punish Athens for interfering. In 490 B.C., the Persians arrived near Athens on the plain of Marathon. The Athenians sent a runner to ask Sparta for help, but the Spartans came too late.

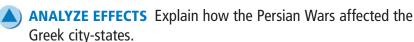
The Athenians were greatly outnumbered, so they had to use a **clever** plan. First they drew the Persians toward the center of the Greek line. Then the Greeks surrounded them and attacked. In close fighting, Greek spears were more effective than Persian arrows. The Persians lost 6,400 men. The Greeks lost only 192.

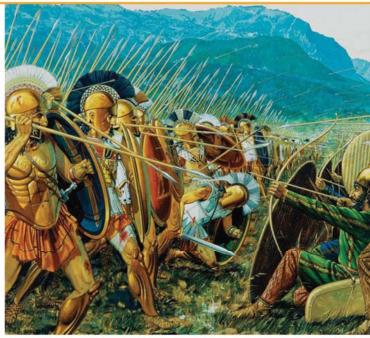
Legend says that a soldier ran from Marathon about 25 miles to Athens to tell of the victory. After he reached Athens with the news, he collapsed and died. Modern marathons are based on his long run.



Greek Victory In 480 B.C., Persia again invaded Greece. In spite of past quarrels with each other, several Greek city-states united against Persia. An army of 300 Spartans guarded the narrow pass at Thermopylae (thuhr•MAHP•uh•lee) to stop a Persian army from reaching Athens. The Spartans held the pass for two days before the Persians killed them all. Their sacrifice gave the Athenians time to prepare for battle.

The Athenians left their city to fight a naval battle against the Persians. The battle took place in a narrow body of water where the large Persian fleet could barely move. Smaller, more mobile Greek ships sunk about 300 Persian ships. The war finally ended in 479 B.C. You will read more about Greece after the war in the next chapter.





▲ Battle of
Thermopylae This
painting shows Spartan
soldiers fighting off the
Persian invasion. Which
are the Greek warriors
and which are the
Persians?



Section Assessment



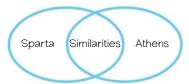
Terms & Names

1. Explain the importance of

Athens helot Marathon Sparta barracks

Use Your Reading Notes

2. Compare and Contrast Use your completed Venn diagram to answer the following question: What were some ways that Athens and Sparta were alike?



Key Ideas

- **3.** What form of government existed in ancient Sparta?
- **4.** How were direct democracy and education related in Athens?
- **5.** What roles did Athens and Sparta play in defeating the Persians?

Critical Thinking

- **6. Analyze Causes** How did the conquest of the helots make it necessary for Sparta to be a military state?
- **7. Contrast** How was the role of women in Athens different from the role of women in Sparta?



Internet Activity Use the Internet to learn more about the Persian Wars. Then create one panel for a mural about the wars. Illustrate one battle or another event.

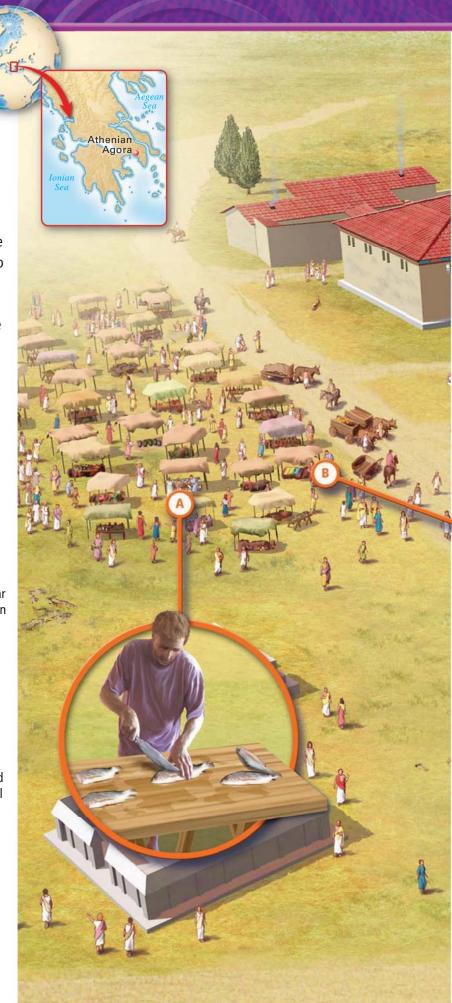
INTERNET KEYWORDS: Battle of Marathon, Battle of Salamis, Thermopylae

Daily Life

Life in the Agora

Imagine a place that is a shopping mall, city hall, sports arena, and place of worship all in one. The agora of an ancient Greek city was just such a place. An agora was an open space with buildings around it and roads leading into it. People went there to buy and sell goods, to worship at the nearby temples, and to take part in government. This illustration shows the agora of ancient Athens in about 500 B.C.

- A Fish Seller Merchants set up stalls in the open space to sell goods. Because the Greeks lived near the sea, they ate a great deal of fish. Fresh fish was sold locally; it would spoil if it was transported very far. (Dried fish could be stored and traded to distant regions.)
- B Cloth Seller Sheep could graze on land that was too poor to farm, so most Greeks wore clothes made from wool. They also wore some linen, made from flax bought in Egypt.
- Political Discussions Direct democracy required citizens to be very involved in government, so political discussions were popular in Athens. Because the weather was so mild, men often held such discussions outdoors.
- D Shoemaker Craftspeople, such as this shoemaker, often set up shop in the stoa. A stoa was a building made of a roof held up by long rows of columns. Stoas were also used for political meetings and as places for teachers to meet with their students.
- Farmers Farmers sold their own vegetables, fruit, milk, and eggs at the market. First they had to transport the food to the city. Using an animal to carry the heavy load was the easiest method. Some poor farmers carried goods on their backs.





Assessment **Chapter**

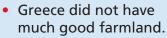
Interactive (**) Review

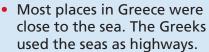


Material States for quizzes, flipcards, crosswords, review notes, and activities @ ClassZone.com

Ancient Greece

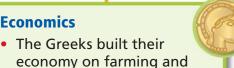
Geography





Economics

sea trade.



 They learned to use coins from other trading people.

Culture

- Early Greek literature included Aesop's fables and the epic poems the Iliad and the Odyssey.
- The Greeks learned the alphabet from the Phoenicians and adapted it to their language.

Government

- Different city-states had different forms of government, including monarchy, rule by aristocrats, and oligarchy.
- Athens developed limited, direct democracy.

VOCABULARY

Sort the words in the list below into three categories: geography, government, and culture. Be prepared to explain your decisions.

- 1. alphabet
- 2. aristocracy
- 3. democracy
- 4. fable
- 5. isthmus

- 6. myth
- 7. oligarchy
- 8. peninsula
- 9. polis
- 10. tyrant

KEY IDEAS

The Geography of Greece (pages 176–181)

- 11. How did the geography of Greece affect the location of cities?
- **12.** What skills did the Greeks need to master to become successful traders?

Life in Ancient Greece (pages 182–187)

- **13.** In what ways did Homer use mythology?
- **14.** How were epic poems and fables the same? How were they different?

The City-State and Democracy (pages 188–195)

- **15.** How did government in Athens evolve into early forms of democracy?
- **16.** How was Athenian democracy different from democracy in the world today?

Sparta and Athens (pages 196–203)

- 17. What roles did slaves play in Sparta and Athens?
- **18.** How were Athens and Sparta different?

CRITICAL THINKING

- 19. Identify Problems Why would the rugged geography make it difficult to unify Greece? Explain the potential problems.
- 20. Draw Conclusions Considering their cultures, why do you think democracy developed in Athens and not in Sparta?
- **21. Analyze Effects** How did Solon's reforms change Athenian society?



- 1. Writing Activity Imagine that you have lived in both Sparta and Athens. Write an essay persuading your readers which city-state was better to live in and why.
- 2. Interdisciplinary Activity—Literature Read several of Aesop's fables. Choose one other than "The Hare and the Tortoise." Make a poster illustrating the fable and its lesson.



MONLINE ACTIVITY

Click here to do an activity on the adventures of Odysseus @ ClassZone.com



Answer the ESSENTIAL QUESTION

What factors shaped government in Greece?

Written Response Write a two- or three-paragraph response to the Essential Question. Consider the key ideas in each section and specific details about how geography and culture influenced Greek government. Use the rubric to guide your thinking.

RESPONSE RUBRIC

A strong response will

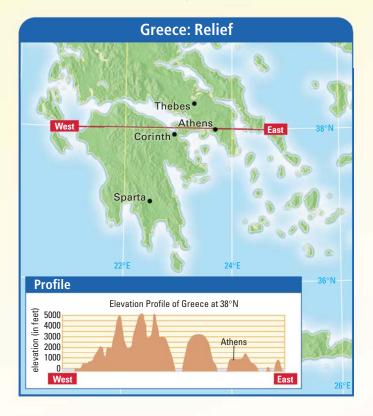
- describe the influence of geography on government
- discuss the development of various political systems in Greece

Standards-Based Assessment



- Online Test Practice @ ClassZone.com
- Test-Taking Strategies and Practice at the front of this book

Read a Map Use the map and graph below to answer the questions.



1. At what elevation is Athens located?

- A. about 400 feet
- B. about 650 feet
- C. about 950 feet
- **D.** about 1,200 feet

2. Which of the following general statements is supported by the elevation profile?

- **A.** There are many lakes in Greece.
- **B.** Broad plains cover most of Greece.
- C. The Greek coastline has numerous harbors.
- **D.** Greece has many mountains.

Chapter

Classical Greece



Essential Question

What advances did the Greeks make almost 2,500 years ago that still influence the world today?

CONNECT Q Geography & History

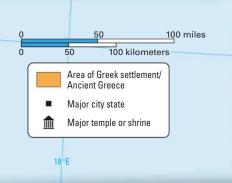
Use the map and the time line to answer the following questions.

- 1. Athens and Sparta were the leading city-states of this period. About how far apart were they?
- 2. Find the areas settled by the ancient Greeks. Do you think they were skilled sailors? Why or why not?

Ionian Sea



Tholos Temple, Delphi



The Golden Age of Greece begins.

◀ (Greek vase)

431 B.C. The Peloponnesian

War begins.

500 в.с.

475 B.C.

450 в.с.

WORLD

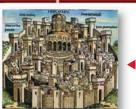
GREECE

500 B.C.

Nok people of West Africa make iron tools.

483 в.с.

Siddhartha Gautama, the Buddha, dies.



445 B.C.

Jews rebuild the walls of Jerusalem. ◀ (illustration of Jerusalem)

12°E



Section 1

Reading for Understanding

Key Ideas

BEFORE, YOU LEARNED

Ancient Greece was not a unified country. It was made up of independent city-states. Two of the leading city-states were Athens and Sparta.

NOW YOU WILL LEARN

Under the leadership of Pericles, Athens became the leading city-state of ancient Greece. Athens fought Sparta in the Peloponnesian War.

Vocabulary

TERMS & NAMES

Pericles leader of Athens from 460 to 429 B.C. **direct democracy** form of government in which all citizens participate

Delian League league of Greek city-states formed for mutual protection

Acropolis (uh•KRAHP•uh•lihs) highest part of Athens, location of important buildings

Parthenon (PAHR•thuh•NAHN) temple for Athena on the Acropolis

Peloponnesian War conflict between Athens and Sparta from 431 to 404 B.C.

plague disease that spreads easily and usually causes death

truce agreement to stop fighting

BACKGROUND VOCABULARY

league group of people, organizations, or countries working together for a common goal **glorify** to bring honor, praise, and admiration to someone or something

strategy plan for a series of actions designed to reach a specific goal



Visual Vocabulary Parthenon

▶ Reading Strategy

Re-create the web diagram shown at right. As you read and respond to the **KEY QUESTIONS**, use the diagram to help you find the three goals Pericles set for Athens.



See Skillbuilder Handbook, page R3.



Athenian Democracy and War

Connect to What You Know In Chapter 7, you learned how Solon and Cleisthenes increased the political power of Athenian citizens. By about 500 B.C., Athens had become a democracy. You also learned about differences between Athens and Sparta, a city-state devoted to military power.

Starting with a Story

Pericles' new plans have created quite a stir. He asks you to find out what people are saying!.

Click here
to listen to the story
ClassZone.com



Pericles Leads Athens



KEY QUESTION What steps did Pericles take to make the government of Athens more democratic?

After the Persian Wars that you read about in Chapter 7, one of Athens' greatest leaders, **Pericles**, came to power. Pericles was considered the best public speaker of the time. He also gained a reputation for honesty and high ethical standards.

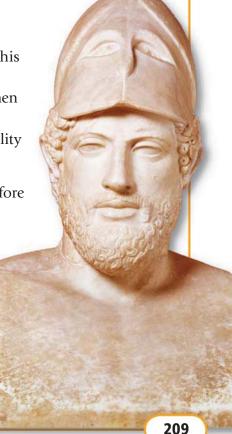
By 460 B.C., Pericles had become the strongest leader in Athens. He remained the city-state's leader until his death 31 years later. What he achieved as ruler was so important that this time in Athens is often called the Age of Pericles.

Pericles had three goals for Athens. The first was to strengthen its democracy. The second was to expand its power abroad. The third was to beautify the city. Pericles' exceptional speaking ability helped him to persuade Athenians to back his reforms.

Pericles Strengthens Democracy Remember that, before Pericles, leaders in Athens had begun to expand democracy. Pericles supported those reforms. However, he wanted to change the balance of power between the rich and the poor. Although Pericles came from a wealthy family, he thought the rich held too much power.

About 430 B.C., Pericles gave his view of democracy in a speech honoring Athenian soldiers killed in war. "Everyone is equal before the law," he said. What counts in public service "is not membership of a particular class, but the actual ability which the man possesses."

Pericles Pericles' leadership helped bring about the Golden Age of ancient Greece. ▼



COMPARING Cultures

Athenian and U.S. Democracy

Athenian Democracy Direct Democracy

- Citizens must be male, at least 18 years old, and born of Athenian parents.
- Assembly of all citizens votes on laws.
- Leader is selected randomly or elected.
- Council of Five Hundred prepares business for the assembly.
- Juries had as many as 500 jurors.

Both

- Political power is held by all citizens.
- Government has three branches.
- Law-making branch passes laws.
- Executive branch carries out laws.
- Judicial branch holds trials.

U.S. Democracy

Representative Democracy

- Citizens must be born in the United States, or have parents who are U.S. citizens, or have completed citizenship process.
- Representatives are elected to law-making body.
- Leader is elected.
- Executive branch has elected and appointed officials.
- Juries usually have 12 jurors.

To be a citizen, an individual had to be a free male, over 18, and the son of an Athenian father. Pericles changed the law to require that both parents be Athenian-born. This discouraged wealthy Athenians from forming bonds with wealthy families in other city-states through marriage.

Paid Public Officials To spread power more evenly, Pericles changed the rules for holding public office. Before Pericles, most public officials did not receive payment for their work, so only wealthy people could afford to serve in the Athenian government. Pericles increased the number of public officials who were paid for their work. With payment, even poor citizens could participate if elected to public office or chosen to serve on a jury.

Direct Democracy The form of democracy practiced in Athens was not the kind practiced in the United States today. The form used in Athens was **direct democracy**, meaning that all citizens participated in running the government. For example, any Athenian citizen could propose a new law or vote directly on laws.

By comparison, the United States has representative democracy, or a republic. U.S. citizens—male and female—elect representatives to take care of government business. These representatives propose and vote on laws. Study the chart on this page to find other differences.



SUMMARIZE Describe the steps Pericles took to make the government of Athens more democratic.

Expanding the Empire



KEY QUESTION How did Athens become more powerful?

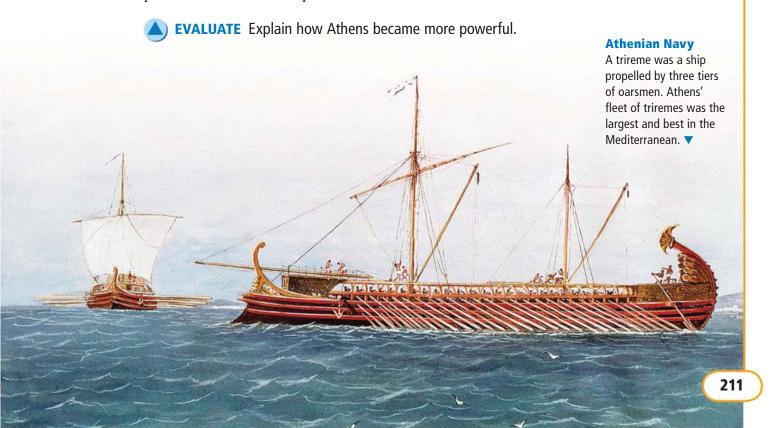
Greek wealth depended on overseas trade. Athens was determined to protect its overseas trade and its homeland. At the end of the Persian War, the Greek city-states formed a **league** for mutual protection. It was called the **Delian League**.

Delian League Athens helped to organize this league. It was called the Delian League because, at first, its headquarters and treasury were located on the island of Delos.

Some city-states provided troops and ships for the league's navy. Other member city-states paid dues instead. Pericles used the money, troops, and ships to build a strong navy. The naval fleet was made up of at least 300 warships.

Athens Dominates the Delian League The fleet of Athens was the strongest in the Mediterranean region. Because Athens now controlled a superior navy, it took over leadership of the Delian League. Some worried that the riches stored in the league's treasury might not be safe from attack by the Persians or other enemies. In 454 B.C., the Delian League's treasury was moved to Athens.

The transfer of the Delian League's treasury helped to strengthen Athens' power. Athens started treating the other members of the league as if they were conquered people, not allies. Eventually, Athens dominated all of the city-states to such an extent that they became part of an Athenian empire.



Beautifying Athens



KEY QUESTION How did Pericles beautify Athens?

Athens was left in ruins when the war with Persia ended in 479 B.C. Invading armies had burned parts of the city and destroyed most of the buildings. Pericles saw this destruction as a chance to rebuild, beautify, and **glorify** Athens.

Rebuilding Athens The Greek city-states paid a tribute to the Delian League organization. The funds were supposed to help build the military power of the league. Instead, Pericles used some of these funds to beautify Athens. He did not ask approval from the members of the league to use the money, which made the other city-states angry.

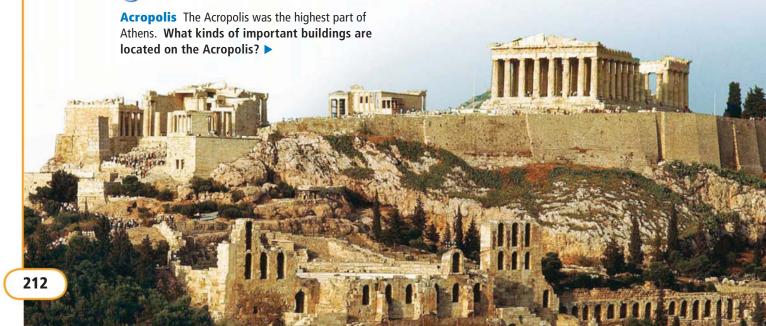
Pericles spent the money to purchase gold, ivory, and marble to create sculptures and to construct beautiful buildings. Pericles also used the money to pay artists, architects, and sculptors for their work on these projects.

The Acropolis One of the areas rebuilt was the **Acropolis** (uh•KRAHP•uh•lihs), or the "high city" part of Athens. An acropolis was an area in a Greek city where important temples, monuments, and buildings were located. The Persians had destroyed the temples and smashed the statues in Athens during the war.

One of the new buildings constructed was the **Parthenon** (PAHR•thuh•NAHN). It served as a temple to Athena, the warrior goddess for whom Athens was named. Athena was also the goddess of wisdom, arts, and handicrafts. The Parthenon is considered the most magnificent building on the Acropolis. It is a masterpiece of architectural design, especially its graceful proportions and sense of harmony and order.



FIND MAIN IDEAS Explain how Pericles made Athens more beautiful.



Peloponnesian War



KEY QUESTION What happened during the Peloponnesian War?

Important differences existed between the city-states of Athens and Sparta. For example, Athens had a democratic government, while Sparta had a culture that glorified military strength. Both wanted to be the most powerful city-state in the region. This competition led to clashes between the two city-states and their allies.

The Outbreak of War Several factors led to war. Some city-states feared Athens because of its grab for power and prestige. Under the leadership of Pericles, Athens had grown from a city-state to a naval empire.

The other city-states also resented that Athens spent money from the Delian League to beautify its city. The money was intended for the protection of all the city-states in the league, not for rebuilding Athens. This conflict led several city-states to try to break free of Athenian power. But Pericles punished the city-states that resisted the authority of Athens.

Sparta headed a league of city-states to stand up to the power of the Athenian empire. This league is called the Peloponnesian League because many of the city-states were located on the Peloponnesus. Finally, in 431 B.C., Sparta declared war on Athens. This conflict became known as the **Peloponnesian War**.

Primary Source

Pericles' Funeral Oration

Background Pericles spoke to honor Athenians killed in action during the first year of the Peloponnesian War, which began in 431 B.C. Parts of his speech paid tribute to democracy in Athens as well.



(a) from The History of the Peloponnesian War

By Thucydides (translated by Benjamin Jowett)

It is true that we are called a democracy, for the administration is in the hands of the many and not of the few. But while the law secures equal justice to all alike in their private disputes, the claim of excellence is also recognized; and when a citizen is in any way distinguished, he is preferred to the public service, not as a matter of privilege, but as the reward of merit. Neither is poverty a bar, but a man may benefit his country whatever be the obscurity [insignificance] of his condition.

DOCUMENT-BASED QUESTION

Why do you think Pericles praised Athenian life in a tribute to the war dead?



The War Rages Each side in the war had distinct advantages. Sparta had the better land-based military force. Since Sparta was located far inland, it could not be attacked by sea. Athens had the better navy and could strike Sparta's allies by sea. The city of Athens had a strong harbor, and money from its empire helped it pay for the war. These differences shaped the war **strategy** of each side.

Athens' strategy was to avoid battles on land and to rely on its sea power. A narrow strip of land near Corinth connected the Peloponnesus to the rest of Greece. The Athenians focused their attacks on this strip, hoping to block Sparta's land route to Athens.

Sparta's strategy was to force Athens to fight on land. The Spartans took control of the countryside around Athens and tried to cut off the Athenian food supply by destroying crops.

Pericles persuaded the Athenians to allow the Spartans to destroy the countryside. He brought people from the areas surrounding Athens inside the city walls for safety. Athens could be supplied with food by sea. However, the city became badly overcrowded.

In 430 B.C., the second year of the war, a **plague** broke out in Athens. A plague is a disease that spreads easily and usually causes death.

Athens lost as many as one-third of its people and armed forces to the disease. The most notable victim was Pericles.

After ten years of war, neither side had made much progress in defeating the other. In 421 B.C., Athens and Sparta signed a **truce**, or an agreement to stop fighting. However, neither side obeyed the terms of the agreement for very long, and battles soon broke out again.

In 415 B.C., Athens launched an attack on Sicily in order to cut off supplies to Sparta. Initially, the plan worked. But in 413 B.C., a Spartan counterattack killed or captured all of the Athenian army forces on Sicily and destroyed much of Athens' navy.

Sparta attacked Athens again in 411 B.C. The Persians joined the war against Athens and helped Sparta to improve its navy. Athens repelled the attackers for a while, but in 405 B.C., the Spartan navy captured the Athenian fleet. Athens finally surrendered to Sparta in 404 B.C.

Consequences of the War The Peloponnesian War lasted for over 27 years. Cities and crops were destroyed, and thousands of Greeks died. All of the Greek city-states suffered losses of economic and military power.

To the north of the Greek city-states in Macedonia, King Philip II came to power in 359 B.C. He looked south toward the weakened Greek city-states as he planned to build an empire.



SEQUENCE EVENTS List the key events of the Peloponnesian War and when they occurred.

1 | 9

Section Assessment



Terms & Names

1. Explain the importance of

Pericles Acropolis
direct democracy Parthenon
Delian League Peloponnesian War

Use Your Reading Notes

2. Find Main Ideas Use your completed web diagram to answer the following question: How did Pericles advance Athenian democracy?



Key Ideas

- **3.** Why did other members of the Delian League resent Athenian control?
- **4.** What was the purpose of the Parthenon, and where was it located?
- **5.** What were the military advantages of Athens and Sparta in the Peloponnesian War?

Critical Thinking

- **6. Form Opinions** Consider the consequences of the Peloponnesian War. Do you think Sparta and its allies felt the war was worthwhile in the end?
- **7. CONNECT to Today** How does the way laws were created in Athens compare with the way laws are created in the United States?



Write a Persuasive Speech Imagine that you are Pericles. Write a speech to convince people to leave their land and move into Athens to be safe from Spartan attacks.

Section **9**

Reading for Understanding

Key Ideas

BEFORE, YOU LEARNED

Athens and Sparta were the two leading citystates in Ancient Greece. They and their allies fought each other in the Peloponnesian War, which lasted from 431 to 404 B.C.

NOW YOU WILL LEARN

Philip II of Macedonia conquered Greece. His son, Alexander, built a huge empire across parts of Europe and Asia. Greek culture spread throughout Alexander's empire.

Vocabulary

in 332 B.C.

TERMS & NAMES

catapult military machine used to hurl stones or spears at enemy forces and city walls

Alexander the Great King of Macedonia who conquered parts of Europe, Africa, and Asia

Hellenistic culture made up of parts of Greek,

Persian, Egyptian, and Indian styles and customs

Alexandria city in Egypt founded by Alexander

BACKGROUND VOCABULARY

hostage person taken by force to make sure the taker's demands are met

tutored given individual instruction



Visual Vocabulary Alexandria

Reading Strategy

Re-create the cause and effect chart shown at right. As you read and respond to the **KEY QUESTIONS**, use the chart to help you list the effects of the causes shown.



See Skillbuilder Handbook, page R7.

ANALYZE CAUSES AND EFFECTS

Causes	Effects
New weapons	
Destruction of Thebes	
Alexander's conquests	



Alexander the Great

Connect to What You Know You have learned that a strong ruler can often unite a divided people. While the Greek city-states were busy fighting each other, a new power was rising in the north. The king there was strong.

The Kingdom of Macedonia



KEY QUESTION How did Philip's improvements to Macedonia's military help him to conquer the Greek city-states?

The new power to the north of Greece was the country of Macedonia (MAS•ih•DOH•nee•uh). Its king, Philip II, was 23 years old, strong, and fearless. He had plans to build an empire that included the lands of Greece and of Persia.

A Military Genius As a teenager, Philip had been a hostage in the Greek city of Thebes. There he observed its army and its military tactics. Philip learned of the advantages of a professional army, or an army of full-time soldiers, rather than one made up of citizen-soldiers.

Philip organized a well-trained professional army. He devised new battle formations and tactics and experimented with the combined use of cavalry and infantry. He supplied his soldiers with new weapons, like the catapult. A **catapult** is a military machine used to hurl stones or spears at enemy forces and city walls. Philip's soldiers also used battering rams to smash through closed gates.

▲ Philip II, King of Macedonia Philip had dreams of defeating both the Greeks and the Persians.

Alexander the Great The detail is from this mosaic. It shows Philip's son, Alexander, in battle.



Philip Conquers Greece After conquering the lands around Macedonia, Philip focused on the Greek city-states. After the Peloponnesian War, the Greeks were too weak and disorganized to unite against Philip. In 338 B.C., Philip completed his conquest of the Greeks and became the ruler of the Greek city-states. His dictatorial rule ended Greek democratic practices. He brought Greek troops into his army and prepared to attack Persia.

However, in 336 B.C., Philip was assassinated at his daughter's wedding. His 20-year-old son Alexander took the throne. Although he was younger than Philip had been when he had gained power, Alexander proved ready to take control of his father's empire.



MAKE INFERENCES Explain how Philip's improvements to the Macedonian military helped him to conquer the Greek city-states.

Alexander Tries to Conquer the World



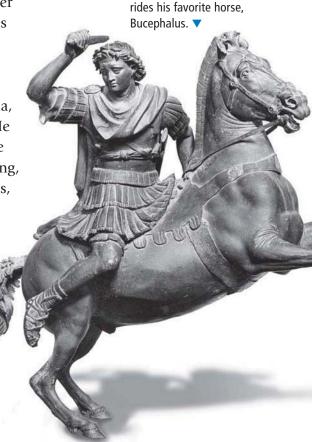
KEY QUESTION How did Alexander build an empire?

Alexander was well-prepared for the job of king. He had been tutored by the finest Greek scholars and trained in the Macedonian army. He continued his father's plan of creating an empire.

Alexander Defeats Persia Before Alexander could attack Persia, the Greek city-state of Thebes rebelled. Alexander destroyed the city. His ruthlessness made other Greek city-states too fearful to rebel.

Next, Alexander moved his troops to Anatolia, where he attacked and defeated Persian forces. He used bold tactics, such as charging straight at the enemy with thousands of troops. In the beginning, Alexander met sharp resistance from the Persians, but eventually he succeeded.

Instead of going directly to Persia, he turned south and entered Egypt, which the Persians controlled. The Egyptians welcomed Alexander because they hated the Persians. They even chose him to be their pharaoh. Alexander then moved his forces from Egypt across Mesopotamia toward Persia. Finally, he struck Persepolis, the royal capital of the Persians. By 331 B.C., Alexander controlled the Persian Empire.



Alexander Alexander



Alexander's Other Conquests In the next few years, Alexander pushed his armies eastward to conquer parts of Central Asia. In 326 B.C., they reached the Indus River Valley and India. Alexander urged his armies to continue eastward, but they refused to go any further. They had been fighting for 11 years and had marched thousands of miles from home. Alexander was forced to turn back.

In 323 B.C., Alexander and his armies returned to Babylon. While they paused there, Alexander fell ill with a fever and died within days. He was 32 years old. Although he did not live to an old age, he managed to create a large empire. Because of his achievements, he is remembered as **Alexander the Great**.

Alexander did not have time to unify his empire. After he died, military leaders fought among themselves to gain control of the empire. None of Alexander's generals was strong enough by himself to take control of the entire empire. Eventually, three key generals divided the empire.



SEQUENCE EVENTS Briefly describe the steps that Alexander took to build his empire.



The Legacy of Alexander

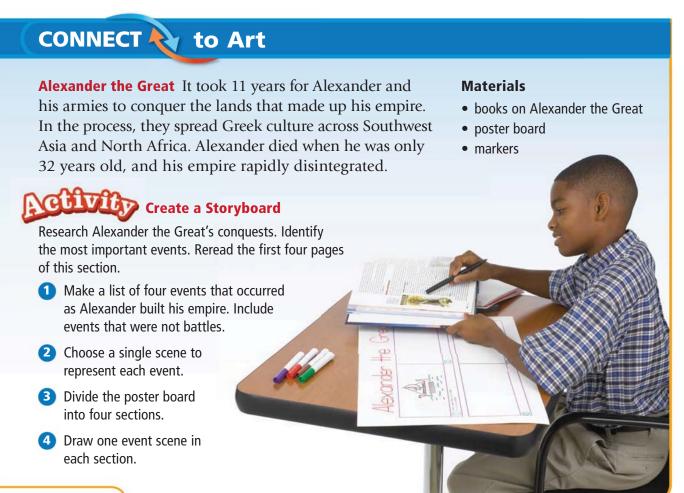


KEY QUESTION How did Greek culture blend with other cultures to form Hellenistic culture?

Alexander and his armies carried their culture and customs everywhere they went. As Alexander conquered one land after another, he set up colonies. He also built cities based on Greek culture. He named many of them Alexandria, after himself. The historian Plutarch, who lived a few centuries later, wrote that Alexander named 70 cities Alexandria.

A Blend of Cultures Alexander left Greeks behind to rule his lands. Greek became the common language in the lands he controlled. At the same time, Alexander adopted Persian clothing styles and Persian customs. He urged his armies to do the same. Some of the Greek settlers married Persian women and adopted Persian ways. In Egypt, the Greek rulers accepted Egyptian culture and blended it with Greek styles. In India, a similar blending occurred.

This blend of Greek, Persian, Egyptian, and Indian styles and customs became known as **Hellenistic** culture. *Hellas* was the Greek name for Greece. This culture remained influential for centuries.



Learning was especially affected by the mingling of cultures. The combined knowledge of the Greeks, Egyptians, Arabs, and Indians led to new discoveries in science and medicine.

Alexandria The most famous of the Hellenistic cities was **Alexandria**, Egypt, which Alexander founded in 332 B.C. The city was an important center of learning for over 400 years.

The Temple of the Muses in Alexandria

served as a research center for the arts and sciences. It was named for the Muses, nine goddesses who ruled the different arts and sciences. The Temple of the Muses became famous for its library, sometimes called the Library of Alexandria. The library contained major collections of Greek, Persian, Egyptian, Hebrew, and other texts. Scholars from throughout the Mediterranean area and from Asia came to Alexandria to study.

An enormous lighthouse in Alexandria's harbor could be seen 35 miles away. It was considered one of the Seven Wonders of the Ancient World. See the table on page 46 for the other six wonders.

FIND MAIN IDEAS Describe how Greek culture blended with other cultures to form Hellenistic culture.



▲ Iranian Manuscript

This manuscript is an example of Hellenistic art. Aristotle, the Greek philosopher, is shown teaching astronomy to Persians. He is dressed in Persian-style clothing.



Section Assessment



Terms & Names

1. Explain the importance of

catapult Hellenistic
Alexander the Great Alexandria

Use Your Reading Notes

2. Analyze Causes and Effects Use your completed chart to answer the following question: What were the effects of Alexander's conquest of a vast area?

Causes	Effects
New weapons	
Destruction of Thebes	
Alexander's conquests	

Key Ideas

- **3.** What happened to Greek democratic practices when Philip II of Macedonia conquered Greece?
- **4.** Why did Alexander's empire include Central Asia but not India?
- **5.** How did Alexander spread Greek influence in the new cities he founded?

Critical Thinking

- **6. Analyze Causes and Effects** How did Alexander's actions in Thebes, Anatolia, and Egypt help him to conquer the Persian Empire?
- **7. Make Inferences** What made Hellenistic culture unique?



Calculate the Size of the Empire Go to the map on page 219. Use the scale to calculate the distance from east to west of Alexander's empire. How does it compare to the distance of the continental United States from east to west?

Section 3

Reading for Understanding

Key Ideas

BEFORE, YOU LEARNED

Trade helped the early Greeks develop a sophisticated culture. Early Greek literature included stories that taught lessons and long poems that told of adventures.

NOW YOU WILL LEARN

Greek culture reached a peak in the 400s B.C. Greek achievements in architecture, literature, mathematics, and science form the foundation of Western culture.

Vocabulary

TERMS & NAMES

drama written work performed by actors **tragedy** serious drama that presents the downfall of an important character

comedy humorous dramatic work that makes fun of politics, important people, or ideas

ideal perfected form

pediment triangular space between the top of a colonnade and the roof

philosophy logical study of basic truths about knowledge, values, and the world

BACKGROUND VOCABULARY

sponsor to support another person or thingtroupe group, especially of actors, singers, or dancers

proportions pleasing balance of various parts of a whole

compound consisting of or using more than one



Visual Vocabulary pediment

Reading Strategy

Re-create the chart shown at right. As you read and respond to the **KEY QUESTIONS**, use the chart to help you find main ideas about the cultural and scientific contributions made by people of the Greek and Hellenistic cultures.



See Skillbuilder Handbook, page R3.



The Golden Age of Greece

Connect to What You Know After the Persian Wars ended in 479 B.C., Greek writers, artists, and architects created some of the greatest works of all time. These became the foundation of Western culture, the common heritage of Europe and the United States.

The Arts and Architecture



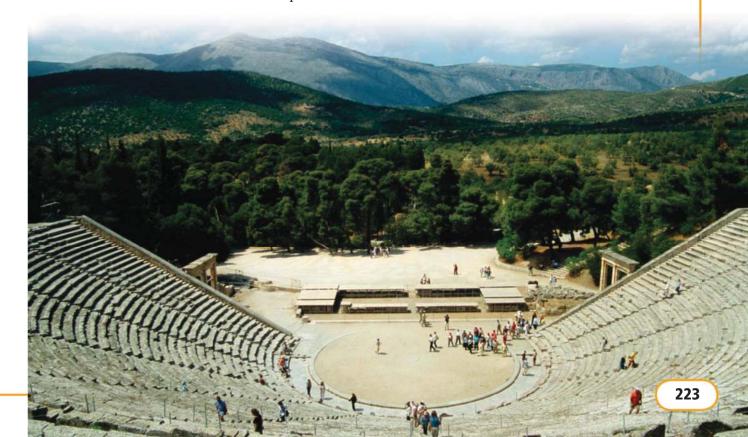
V KEY QUESTION What were the two forms of Greek drama and how were they different?

The Greeks invented drama as an art form. **Drama** is a written work designed for actors to perform. The Greeks built the first theaters in the Western world.

Drama Greek drama was a part of every city's religious festival. Wealthy citizens spent money to **sponsor** the production of the dramas. Writers submitted plays to the city leader, who chose the ones he thought were the best. Then each play was assigned to a **troupe** of actors for production. When the plays were performed, contests were held to award prizes to the best writers.



Ancient Theater The theater at Epidaurus is built into a hillside.



The actors in plays were all men, who also played the parts of women. The actors wore colorful costumes and masks to portray their characters. The stage sets were colorful as well.

Dancing was important in Greek festivals and plays. Often the plays included a large chorus that danced, sang, and recited lines that commented on the action in the plays. Drama had two forms: tragedy and comedy.

Tragedy and Comedy The first form, **tragedy**, was a serious drama that presented the downfall of an important character, such as a king. Common themes for tragedy included love, war, and hate.

The play Seven Against Thebes is one example. In the play, the king of Thebes defends the city against an attack led by his brother. The two brothers are the grandsons of an earlier king of Thebes who brought a curse upon the city by disobeying the gods. At the end of the play, the brothers kill each other, bringing an end to the curse. Seven Against Thebes was written by Aeschylus (EHS•kuh•luhs), who lived from 525 to 456 B.C.

The second form of drama, **comedy**, was a humorous dramatic work. Like many comedies today, comedies in ancient Greece often made fun of politics, important people, and ideas of the time. Comedies usually ended happily.

Aristophanes (AR•ih•STAHF•uh•neez), who lived from about Th 450 to 388 B.C., was a great writer of comedy. One of his plays, replied, makes fun of those who strive to gain power. In the play, a king becomes a bird and founds a city in the sky. The city is called Cloudcuckooland. The hero blocks the gods from interfering with his rule and declares himself the king of the universe.

Sculpture Greek artists aimed to capture the **ideal** in their work. In other words, they tried to portray objects, including humans, in as perfect a form as possible. The artists tried to create a sense of order, beauty, and harmony in every work.

Since the Greeks spent much of their time outdoors, many works of art were located outside. Art made for outdoor areas was frequently designed on a large scale. Many Greek sculptures portrayed the gods. Such sculptures were often placed in temples built to honor the gods.

One of the most famous statues was created to honor Athena, the protecting goddess of Athens. The sculptor Phidias (FIHD•ee•uhs) used gold and ivory to make the statue of Athena. It stood more than 30 feet tall. The statue was located inside a temple called the Parthenon (see pages 212 and 225).





▲ Dramatic Masks
The mask at the top
represented tragedy.
The lower mask
represented comedy.

Architecture Architects in ancient Greece designed temples, theaters, meeting places, and the homes of wealthy citizens. The architects followed similar principles to those used by Greek sculptors. They worked to create beautiful buildings with graceful **proportions**.

Greek architects used several distinctive architectural elements, or parts of a building. The most important element of many Greek buildings was the column. Often a series of columns, called a colonnade, was placed around the outside of a building. The triangular space between the top of a colonnade and the roof is called a **pediment**. Sculptures or paintings were placed in the pediments of many buildings.

In 447 B.C., Pericles appointed architects to construct the Parthenon as a temple for Athena. They built the Parthenon with colonnades on all four sides, the form most often used for temples. Phidias worked with the architects. He decorated the pediments of the Parthenon with sculptured designs of scenes from Athena's life. His statue of Athena stood inside the Parthenon.



COMPARE AND CONTRAST Name the two forms of Greek drama and describe how they were different.

Greek Columns

Ionic

This style has a thin column with a scroll-like design at the top.



Doric

This simple style has a plain top. It was used throughout Greece and its colonies.



Corinthian

The Greeks did not use this style much. The Romans copied it in the design of their temples.



Democracy, History, and Philosophy



KEY QUESTION How do the methods of the Greek historian Thucydides influence historians writing today?

The writers and thinkers of the Golden Age of Greece created some of the first—and most important—works of history and philosophy. One of the greatest legacies the Greeks left was the idea of democracy that the citizens of a place should control its government.

Democracy Becomes Reality After Athens developed democracy, other Greek city-states also adopted that form of government. Although citizenship was generally limited to male landowners, these governments were more open and more fair than any government had been. The Greeks' ideas on government have been adapted by many countries, including the United States.

Herodotus and Thucydides The Greeks were among the first civilizations to write down their history. They did not just tell stories about their past. They examined the past and tried to determine the facts and the significance of historical events.

Herodotus (hih•RAHD•uh•tuhs), who lived from 484 to 425 B.C., has been called the Father of History. He was interested in learning and recording stories about important events. Herodotus traveled widely as a young man. He wrote an account of the Persian Wars called History.

Another Greek historian, Thucydides (thoo◆SIHD•ih•DEEZ), lived approximately from 460 to 400 B.C. He wrote a history of the Peloponnesian War while the war was still in progress. To make sure his work was accurate, he researched documents and collected eyewitness accounts. This approach set a standard for the writing of history that is still followed today.

The Search for Truth As early as 600 B.C., Greek thinkers had begun to try to explain the world using reason instead of myths. During the Golden Age, this search for explanations became more serious and intense. In their search, the Greeks developed philosophy, or the logical study of basic truths about knowledge, values, and the world.

Greek philosophers investigated a wide range of topics. They asked questions such as: How can a person achieve happiness? What is the best form of government? What is knowledge? Students of philosophy still study their thoughts on these topics.

Greek philosophers also asked questions that science investigates today, such as: Are there basic elements that make up all matter? What makes a creature alive?



▲ Greek Historians The two leading historians of classical Greece were Herodotus and Thucydides.

Socrates One of the most famous Greek philosophers was Socrates (SAHK•ruh•TEEZ). He encouraged people to examine their ideas by asking them question after question. This question-and-answer style of teaching became known as the Socratic method.

Many people liked Socrates' teaching. But his enemies brought him to trial on charges of causing young people to rebel. Socrates told the court that he was helping Athens by making people think about their values and actions. The jury did not agree and sentenced him to death. Socrates died by drinking a poison called hemlock.

Plato and Aristotle One of Socrates' followers was Plato. He lived from about 427 to 347 B.C. Most of Plato's writings were dialogues—conversations—between Socrates and other people. The dialogues explored many philosophical questions. Plato started an important school of higher learning called the Academy. It stayed open for about 900 years.

Aristotle (AR•ih•STAHT•uhl), Plato's brightest student, lived from 384 to 322 B.C. He opened his own school in Athens called the Lyceum. Aristotle's writings, which also explored a wide range of questions, are based on classes he taught. In addition to his great philosophical work, Aristotle also spent three years tutoring Alexander the Great.



EVALUATE Explain how the methods of Thucydides influence historians writing today.

History Makers

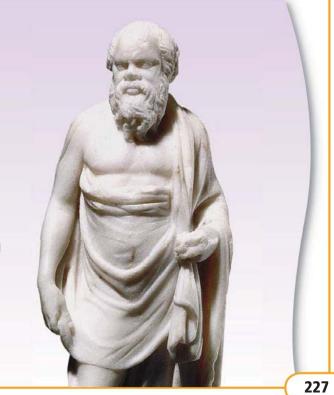
Socrates (470–399 B.C.)

Socrates made an unlikely celebrity. He was poor and paid little attention to his appearance. But his intelligence and charisma won him many followers, and he often socialized with leading Athenians. He was so well-known that Aristophanes wrote a play making fun of him called *Clouds*.

Socrates claimed that his only wisdom lay in realizing how little he actually knew. Yet he frequently demonstrated that the people he spoke with knew even less than he did. For some, this was the beginning of a better understanding of the topic. Others got angry at Socrates for revealing their ignorance.

CRITICAL THINKING

Draw Conclusions How can realizing your own ignorance be a source of wisdom?



Science and Technology



KEY QUESTION What subjects did Hellenistic scientists and mathematicians study?

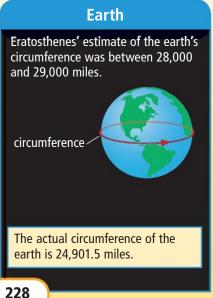
As you read in Section 2, the blending of Greek culture with other cultures formed Hellenistic culture. Hellenistic scholars preserved and expanded scientific and mathematical knowledge from Greece, Egypt, and India. By the 200s B.C., Alexandria, Egypt had replaced Athens as the leading cultural center. Most of the scientists discussed in this section lived in Alexandria for at least part of their lives.

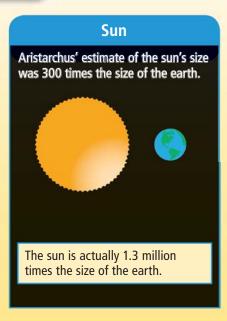
Astronomy Many of the scientists at Alexandria studied astronomy, the science that investigates the planets and the stars. The astronomer and mathematician Eratosthenes (EHR•uh•TAHS•thuh•NEEZ) found a way to estimate the circumference of, or distance around, the earth. His estimate proved to be fairly close to the actual measurement.

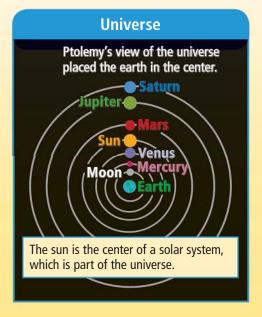
Another astronomer at Alexandria, Aristarchus (AR•ih•STAHR•kus), tried to prove that the earth revolves around the sun. At that time, most people believed that everything in the universe revolved around the earth. Aristarchus also tried to estimate the size of the sun, although his result proved to be far off the mark.

The astronomer Ptolemy (TAHL•uh•mee) supported the idea that the earth was at the center of the universe. He created a mathematical system that described the motions of the sun, the moon, and all of the known planets. His system was used by astronomers for the next 1,400 years. In the A.D. 1500s, new evidence and new mathematics helped to prove that the earth and the other planets revolve around the sun.

Greek Astronomy







Mathematics and Physics Astronomers needed to know complicated mathematics to do their work. Hellenistic scientists employed mathematics that had been developed by Greek and Hellenistic mathematicians.

Many Greek and Hellenistic mathematicians specialized in geometry—the study of lines, angles, circles, and other forms. The mathematician Euclid

(YOO•klihd) organized much of what was known about geometry and other types of math into a set of books called the *Elements*. It contained logical proofs of geometric ideas. Euclid's *Elements* has served as the basis of most geometry courses ever since.

Archimedes (AHR•kuh•MEE•deez) explained the law of the lever. As an inventor, he developed the **compound** pulley. He is also believed to have created a device to lift water for the irrigation of fields. The ideas of Archimedes were used to build pumps and eventually to create a steam engine.

The first noted female mathematician, Hypatia (hy•PAY•shuh), taught at Alexandria. Hypatia was also an astronomer. She wrote about the works of Ptolemy and about Euclid and geometry as well. Hypatia also led a philosophical movement based on the works of Plato.



FIND MAIN IDEAS Describe some of the subjects that Hellenistic scientists and mathematicians studied.

Section Assessment

ONLINE QUIZ For test practice, go to Interactive Review @ ClassZone.com

Terms & Names

1. Explain the importance of

drama comedy pediment tragedy ideal philosophy

Use Your Reading Notes

2. Find Main Ideas Use your completed chart to answer the following question:

Who were the leading Greek historians, and what were their most important works?

The Arts &	History &	Science &
Architecture	Philosophy	Technology

Key Ideas

- **3.** What qualities did Greek architects strive for in their work?
- **4.** What teaching style is identified with Socrates, and what is it like?
- **5.** Who wrote the *Elements*, and what is it about?

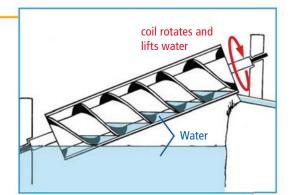
Critical Thinking

- **6. Identify Problems and Solutions** Why did it take so long to prove that the earth is not the center of the universe?
- **7. CONNECT to Today** Choose a modern television show and explain how it is similar to and different from Greek drama.



Internet Activity Use the Internet to research inventions of ancient Greeks. Design a Web page that illustrates and explains those inventions.

INTERNET KEYWORD: Greek inventions



▲ Archimedes' Water-Lifting Device

The device is a large coil open at both ends. It is placed inside a watertight tube. As the coil turns, it brings up water from a lower level.

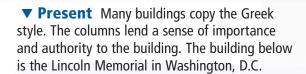
Greek Influences Today

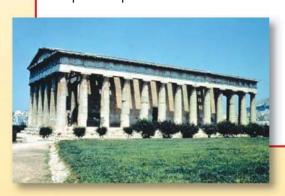
The ancient Greeks have influenced our world in many different ways. They strived to achieve the ideal in all areas of life. They paid especially close attention to those aspects of life that were a part of the city-state. Today, we can clearly see the Greek influence in sports, architecture, and the justice system.



Architecture

▶ Past Greek architects looked to geometry to find the ideal form for building. They found a ratio that they believed created perfect proportions. They used the ratio to design their buildings, especially the columns. The results were graceful structures like the Temple of Hephaestus.



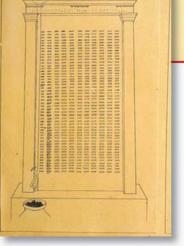




Jury

- Past Athens had a pool of about 6,000 qualified jurors. Trials required as many as 500 jurors. Jurors were paid. At right is a jury selection device from ancient Greece. Each juror had a metal plate with his name on it. The plates were randomly placed in the slots. Then rows of the plates were selected for a specific trial.
- ▼ **Present** In the United States, the adult citizens of a district make up the jury pool. Potential jurors receive a legal order to appear for jury duty. Juries are usually made up of 12 persons, although there can be as few as 6. Jurors are paid a small amount for each day that they serve.





Poliville:

- TALK ABOUT IT Why do you get paid for serving on a jury?
- 2. WRITE ABOUT IT Use the library or the Internet to research the development of the modern Olympic games. Write a research report describing your findings.

Assessment Chapter

Interactive (**) Review



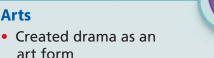
Material States for quizzes, flipcards, crosswords, review notes, and activities @ ClassZone.com

Classical Greece

Culture

- Created foundations of Western culture
- Established guidelines for writing history
- Developed philosophy





- Pursued the ideal in the arts
- Set standards for art and architecture

Science & Technology

- Studied the motions of the planets and stars
- Devised new mathematics
- Developed inventions such as the compound pulley and water-lifting devices

Government

- Created and used direct democracy
- Expanded citizen participation in government
- Alexander built an enormous empire including land in Asia, Africa, and Europe.

VOCABULARY

Explain why the words in each set below are linked with each other.

- 1. Pericles and direct democracy
- 2. Delian League and Peloponnesian War
- 3. Alexander the Great and Hellenistic
- 4. tragedy and comedy

KEY IDEAS

Athenian Democracy and War (pages 208–215)

- 5. What aspects of Athenian democracy are similar to democracy as practiced by the **United States?**
- 6. Why did other city-states in the Delian League resent Athens?
- 7. How did Athens and Sparta shape their war strategies?

Alexander the Great (pages 216–221)

- 8. How did the Peloponnesian War help Philip II of Macedonia conquer Greece?
- 9. Why did Alexander the Great have to stop after reaching the Indus River Valley?

The Golden Age of Greece (pages 222–231)

- 10. What qualities did Greek sculptors and architects seek to portray?
- 11. What are some of the questions Greek philosophers attempted to answer?
- 12. Which Egyptian city became a leading cultural center by the 200s B.C.?

CRITICAL THINKING

- 13. Analyze Causes and Effects Why didn't the democratic ideas of Greek city-states spread throughout the empire of Alexander the Great?
- **14.** Make Inferences How did the conquests of Alexander the Great change the cultures of the conquered lands?
- **15. Make Generalizations** How did the Greek scientists expand knowledge about the world?



- 1. Writing Activity Review the information about Socrates in Section 3. Use books or the Internet to learn more about Socrates' trial. Working with a partner, write a short scene for a play about the trial of Socrates. Be sure to include parts for Socrates, his students, and his enemies.
- 2. Interdisciplinary Activity— **Science** Use books or the Internet to research Archimedes' ideas about levers. Duplicate some of his experiments. Prepare a lab report on your activities.



ONLINE ACTIVITY

Click here to create a video script about Greek architecture @ ClassZone.com



Answer the ESSENTIAL QUESTION

What advances did the Greeks make almost 2,500 years ago that still influence the world today?

Written Response Write a two- or three-paragraph response to the Essential Question. Consider the key ideas of each section and specific details about the Golden Age of ancient Greece. Use the rubric to guide your thinking.

RESPONSE RUBRIC

A strong response will

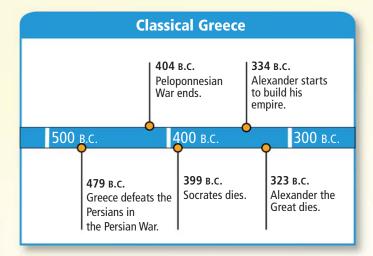
- discuss the political system of
- identify innovations in the arts and sciences

Standards-Based Assessment



- Online Test Practice @ ClassZone.com
- Test-Taking Strategies and Practice at the front of this book

Use a Time Line The time line below shows changes in Greece from 479 to 323 B.C. Use it to answer the questions that follow.



1. Which of the events listed above occurred first?

- A. death of Socrates
- B. death of Alexander
- C. Peloponnesian War
- D. Persian War

2. Which of the following statements is correct?

- A. Socrates died about 20 years before Alexander the Great died.
- **B.** The Peloponnesian War ended before Alexander built an empire.
- C. The Persian War occurred after the Peloponnesian War.
- **D.** It took Alexander 20 years to build his empire.

UNIT 4

The World of Ancient Rome

Interact with History

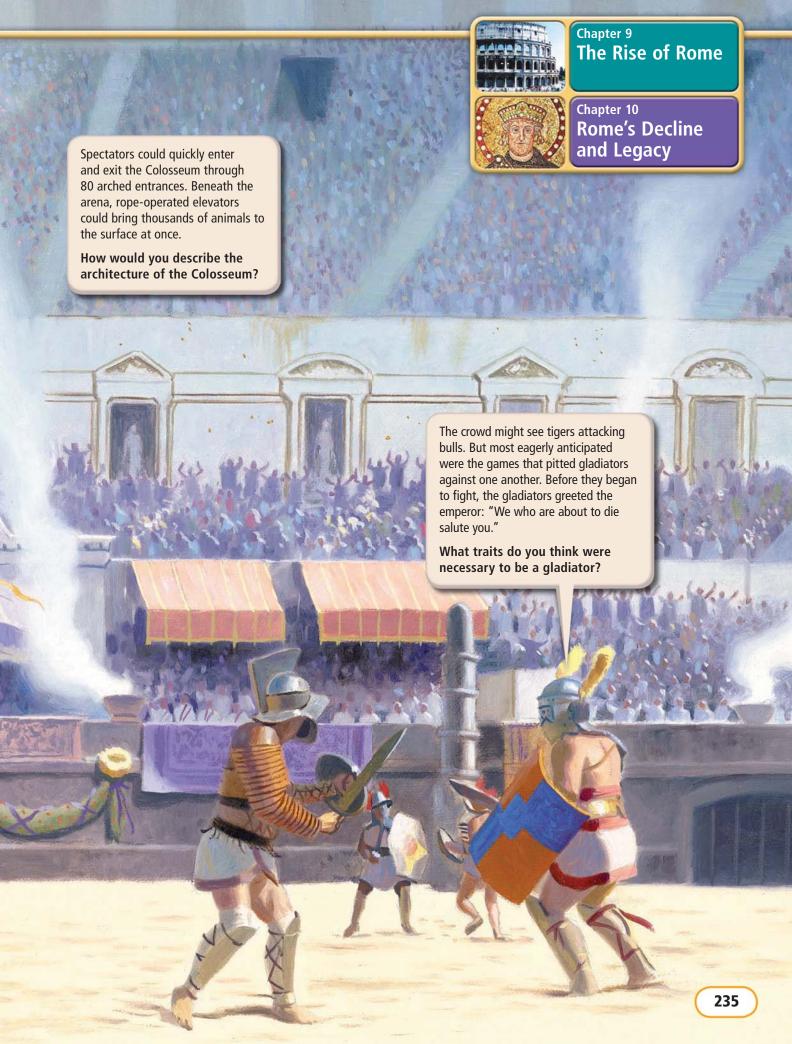
Watching the Games at the Colosseum, A.D. 80

Emperor Titus has invited all of Rome to celebrate the opening of the new Colosseum with 100 days of festivities and entertainment. Along with about 50,000 others, you have crowded into the arena to see the games. As the action gets underway, the crowd roars with excitement.

What do the games at the Colosseum suggest about the world of ancient Rome?

The emperor sat in a special box just above the stage where he controlled the entertainment. He declared whether a gladiator—a professional fighter—would live or die with a thumbs-up or a thumbs-down gesture.

What effect do you think this show of power had on the Roman people?



Chapter

The Rise of Rome



Essential Question

How did Rome become a powerful empire?



Use the map and the time line to answer the following questions.

- 1. Which two areas of the Roman Empire were farthest from Rome to the north and to the south?
- 2. Whom did Rome defeat in the Punic Wars and on what continent was this enemy located?



ATLANTIC OCEAN

ROME



According to legend, Rome is founded.

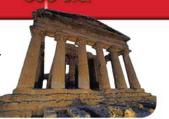
(bronze head of wolf)

509 B.C. Rome becomes a republic.

800 в.с.

750 B.C.

Greek city-states flourish. (Greek temple in Sicily)



600 в.с.

WORLD



Section 1

Reading for Understanding

Key Ideas

BEFORE, YOU LEARNED

Ancient Greece provided models of city-states, democracies, and empires, especially in the example of Athens and the empire of Alexander.

NOW YOU WILL LEARN

Rome grew from a city into a country and then into a republic.

Vocabulary

TERMS & NAMES

Romulus (RAHM•yuh•luhs) legendary hero who founded Rome

Aeneas (ih•NEE•uhs) hero of the Trojan War who settled in Italy after Troy was destroyed

Remus (REE•muhs) twin of Romulus **republic** government in which citizens elect representatives to rule in their name

patricians (puh•TRIHSH•uhnz) wealthy landowners who held high government positions in ancient Rome

plebeians (plih•BEE•uhnz) commoners who were allowed to vote but not to hold government office in ancient Rome

Senate powerful body of 300 members that advised Roman leaders

consuls officials who led executive branch

BACKGROUND VOCABULARY

legend popular story from earlier times that cannot be proved

REVIEW

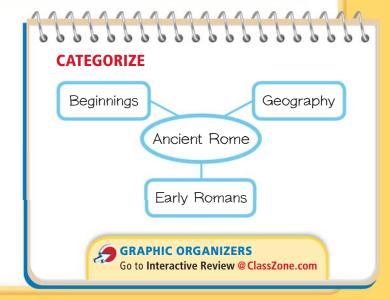
peninsula body of land nearly surrounded by water

Reading Strategy

Re-create the web diagram shown at right. As you read and respond to the **KEY QUESTIONS**, look for details about the three categories given for ancient Rome. Record the information you learn about them in the diagram.



See Skillbuilder Handbook, page R6.



The Roman Republic

Connect to What You Know You have probably seen movies about ancient Rome, with its Colosseum and gladiators. These films show Rome at its height, but they only tell part of the story. The founding of the civilization owes much to its geography.

The Beginnings of Rome



KEY QUESTION What is the early history of Rome?

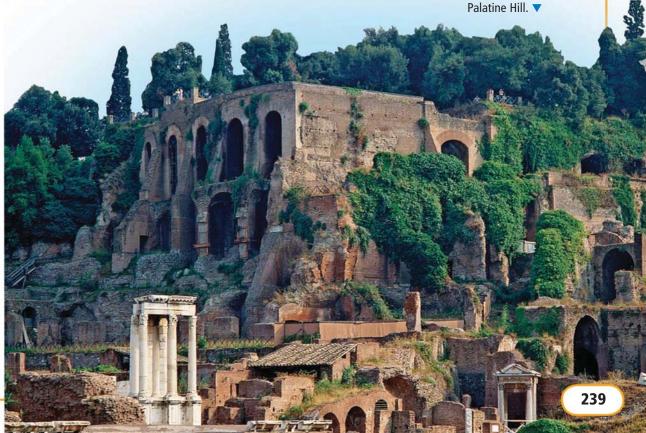
The history of ancient Rome begins with the overthrow of foreign kings in 509 B.C. But Romans like to date the history of their city to 753 B.C. That is when a legendary hero called **Romulus** (RAHM•yuh•luhs) is said to have founded Rome.

A **legend** is a popular story from earlier times that cannot be proved. The legend about Rome's founding begins with **Aeneas** (ih•NEE•uhs), a hero of the Trojan War who settled in Italy after Troy was destroyed. You learned about the Trojan War in Chapter 7.

▲ Symbol of Rome

This statue of the goddess Roma represents ancient Rome. Romans believed that the goddess protected them and their city.

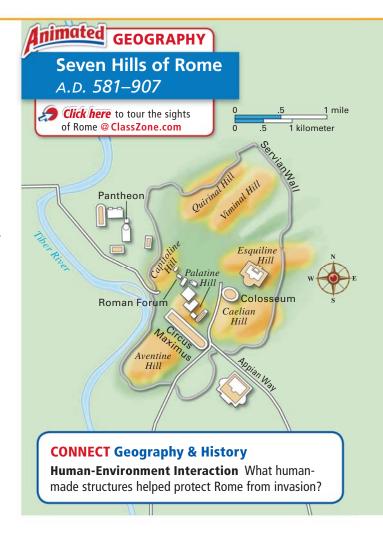
Palatine Hill Traces of settlements dating from around 1000 B.C. have been found on the



The Founding of Rome The legend continues with the twins Romulus and Remus (REE•muhs), the descendants of Aeneas who founded Rome. They were abandoned by their mother but rescued by a wolf. When the twins grew up, they fought over Rome's location. Romulus killed his brother and traced Rome's boundaries around the Palatine Hill.

After Romulus, a series of Roman kings ruled the city. In the 600s B.C., however, the Etruscans from northern Italy conquered Rome. In order to regain self-rule, the Romans overthrew the Etruscan king and formed a republic in 509 B.C. A republic is a government in which citizens elect representatives to rule in their name.





Rome's Geography and Early Life



KEY QUESTION Why was Rome's location so favorable?

After the overthrow of the Etruscans, Rome grew from a city into a country and then eventually into an empire. Its good location helped make this possible.

Hills and River The first settlers of Rome were the Latins. They came from a region surrounding Rome. They chose the spot for its mild climate, good farmland, and strategic location.

The Latins and later settlers built Rome on seven steep hills. During the day, settlers farmed the fertile plain at the base of the hills. At night, they returned to their hilltop homes, from which they could defend themselves against attack.

Rome had other advantages. It was located a short distance from the Mediterranean Sea on ancient trade routes. It also lay next to the Tiber River. This river was important to Rome's development because it provided a source of water for farming and drinking. **Italian Peninsula** Rome's location on the Italian Peninsula also played an important role in its development. The **peninsula** stretches south from Europe into the Mediterranean Sea.

Italy's location on the Mediterranean made it relatively easy for Roman ships to reach the other lands around the sea. This position helped Rome to eventually conquer and gain new territories. It also aided in the development of trade routes.

The two main mountain ranges of Italy helped protect Rome. The Alps border Italy on the north, and the Apennines (AP•uh•NYNZ) form Italy's spine, running for more than 800 miles down the peninsula. Italy also had large plains that were good for farming.

Farm Life Most early Romans worked small plots of land. They planted grains such as wheat and barley, and they grew beans, vegetables, and fruit. Later the Romans learned to grow olives and grapes. They raised pigs, sheep, goats, and chickens, and they used oxen to pull their plows. In ancient Rome, only wealthy farmers, who could afford to wait a few years to harvest the first crop, grew grapes.

At first, most Roman farmers lived in simple homes made of mud or timber. They did not have much furniture. In addition, the farmers lived in extended families of grandparents, aunts and uncles, nieces and nephews, and cousins.

The qualities of discipline, loyalty, and hard work that these early farmers developed would help Rome succeed. They were the qualities that made Roman armies so successful. When soldiers went to war, they had to obey orders and do their jobs. This attitude would help Rome conquer all of Italy.

SUMMARIZE Describe what made Rome's location favorable.

Italian Farm Grapes, like those shown here, are still a popular crop in Italy. ▼



The Rise of the Republic



KEY QUESTION What were the three branches of the Roman republic?

As Rome developed into a complex civilization, two classes arose. Inequalities between them would lead to conflict. This conflict, however, would eventually define Roman citizenship and the rights of citizens under Roman law. For the next 500 years, the Romans operated under a political system that serves as a model for many of today's democratic nations.

Patricians and Plebeians In Ancient Rome, the upper-class patricians (puh•TRIHSH•uhnz) were wealthy landowners who held high government positions. The plebelans (plih•BEE•uhnz) were commoners who were allowed to vote but not to hold government office in ancient Rome.

Resentment over the patricians' power caused tension. Finally, the patricians passed a written constitution, called the Twelve Tables, around 450 B.C. The Twelve Tables established basic rights and duties for Roman citizens.

Republican Government The leaders of the Roman Republic established a tripartite (try•PAHR•tyt) government. This type of government has three branches: legislative, judicial, and executive. The legislative branch makes the laws. The judicial branch interprets the laws in court. And the executive branch enforces a country's laws.

Roman Forum Ruins of the Roman Forum, the religious, cultural, and political heart of Rome, still stand today. In the early days of the republic, the Senate met in a small



COMPARING Republican Governments

	Rome	United States
Executive Branch	Two consuls, elected for one year: led government and commanded army	A president, elected for four years: heads government and military
Legislative Branch	Senate of 300 members: advised consuls and set policies Assemblies: made laws and selected officials	Senate of 100 members: makes laws and advises president House of Representatives of 435 members: makes laws
Judicial Branch	Eight judges: oversaw courts and governed provinces	Supreme Court of nine justices: interprets the Constitution and federal law
Laws Legal Code	Twelve Tables: basis of Roman law, which established citizens' legal, economic, property, and social rights	U.S. Constitution: basis of U.S. law, which sets forth both individual rights and governmental powers

CRITICAL THINKING

Compare What similarities do you see in the governments of the Roman Republic and the United States?

The Three Branches The legislative branch of Roman government included the **Senate** and the assemblies. The Senate was a powerful body of 300 members that advised Roman leaders. Most senators were patricians. The assemblies were mainly made up of plebeians. Their representatives protected the rights of plebeians.

The judicial branch consisted of eight judges who served for one year. They oversaw the courts and governed the provinces.

Two **consuls** led Rome's executive branch. They commanded the army and directed the government for one year. Each consul had the power to veto, or overrule, the other.

In times of crisis, the consuls could choose a dictator—a leader with absolute power—to rule in their place for a limited time. In 458 B.C., a man named Cincinnatus (SIHN•suh•NAT•uhs) was made dictator to defend Rome from attack. According to legend, he defeated the enemy and returned power to the consuls in a single day.



CATEGORIZE Describe the three branches of the Roman Republic.

The Republic Expands

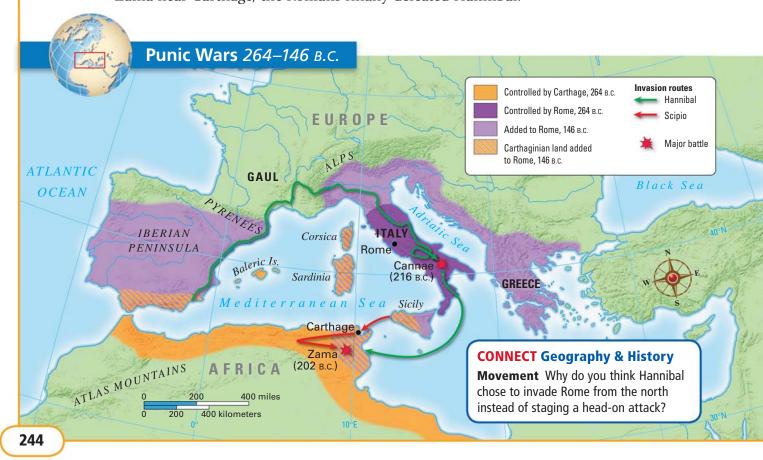
KEY QUESTION What were the results of Rome's expansion?

For hundreds of years after the founding of the republic, Rome expanded its territories. By the 300s B.C., the Romans dominated central Italy. Eventually, they conquered the Etruscans to the north and the Greek city-states to the southeast. By 275 B.C., all of the Italian Peninsula was under Roman control.

In general, Rome did not impose harsh rule on conquered peoples. The republic offered Roman citizenship to most of them and allowed them to govern themselves. In return, the new citizens had to pay taxes and provide soldiers for the Roman army.

The Punic Wars Rome needed these soldiers to fight in the Punic (PYOO•nihk) Wars, which began in 264 B.C. These were a series of three wars with Carthage, a rich trading city in North Africa. Carthage was once a colony of Phoenicia, a group of sea-trading city-states on the Mediterranean. *Punic* comes from the Greek word *Phoenician*.

Rome won each of the Punic Wars but almost lost the second. Hannibal, a general from Carthage, crossed the Alps with a herd of elephants and nearly captured Rome. The Roman general Scipio (SIHP•ee•OH) devised a plan to attack Carthage. This plan forced Hannibal to return to Africa to defend his native city. In 202 B.C., at Zama near Carthage, the Romans finally defeated Hannibal.



In 146 B.C., in the third Punic war, Rome laid seige to Carthage. Rome finally captured and destroyed the city. Carthage was set afire and its 50,000 inhabitants sold into slavery. The territory of Carthage was made a Roman province.

Rome's victories in the Punic Wars gave it dominance over the western Mediterranean. The Romans then went on to conquer the eastern half. Eventually Rome's Mediterranean empire stretched from Greece in the east to the Iberian Peninsula in the west.

Image not available for electronic use. Please refer to the image in the textbook.

Effects of Expansion The Roman conquerors brought back great wealth and many slaves. They bought large estates and farmed them with slave labor. But because many small farmers couldn't compete, they lost their farms.

As a result, unemployment and poverty increased. The gap between rich and poor grew wider. This, in turn, produced more anger and tension between the classes. As you will read in the next section, these factors, among others, contributed to the overthrow of the republic.

▲ Laurel Wreath

Roman generals wore a wreath made of laurel leaves after winning a major battle. The Romans adopted this symbol of victory from ancient Greece. What does this suggest about the influence of **Greece on Rome?**



ANALYZE EFFECTS Analyze the results of Roman expansion.

Section Assessment



For test practice, go to **Interactive Review** @ ClassZone.com

Terms & Names

1. Explain the importance of

Romulus Remus patricians Senate Aeneas republic plebeians consuls

Use Your Reading Notes

2. Categorize Use your web diagram to answer the following question:

Which category of information would you use to describe why Rome developed into a powerful civilization?

Beginnings Geography Ancient Rome Early Romans

Key Ideas

- 3. What is the legend of Rome's founding?
- **4.** How was Rome's location good for defense?
- **5.** What lands did Rome conquer?

Critical Thinking

- 6. Draw Conclusions What benefits do you think the Romans gained from fair treatment of conquered peoples?
- 7. CONNECT to Today How do you think the Roman republican government has influenced the governments of other countries?



Illustrate a Legend Draw a picture that illustrates a scene from the founding of Rome. You might choose to illustrate either the legendary founding or the historical conflict with the Etruscans.

Section •

Reading for Understanding

Key Ideas

BEFORE, YOU LEARNED

Rome developed from an early monarchy into a republic that expanded its territories.

NOW YOU WILL LEARN

Rome evolved from a republic into an empire led by Augustus, the first Roman emperor.

Vocabulary

TERMS & NAMES

civil war armed conflict between groups in the same country

Julius Caesar Roman general, politician, and dictator

Cicero (SIHS•uh•ROH) Roman consul, speaker, and opponent of Caesar

Augustus (aw•GUHS•tuhs) Julius Caesar's great-nephew and adopted son who became first Roman emperor

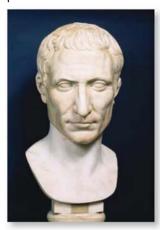
civil service group of officials employed by the government

Pax Romana Latin phrase meaning "Roman Peace," referring to the peace and stability of the Roman Empire

BACKGROUND VOCABULARY

campaign series of military operations that form part of a war

marble type of stone that can be highly polished



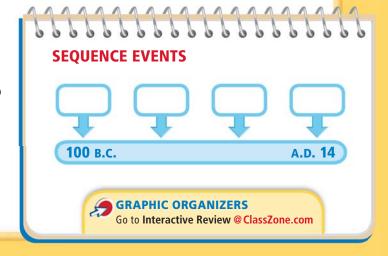
Visual Vocabulary
Julius Caesar

Reading Strategy

Re-create the time line shown at right. As you read and respond to the **KEY QUESTIONS**, use the time line to put events in the correct order so you see how they are related.



See Skillbuilder Handbook, page R5.



Rome Becomes an Empire

Connect to What You Know In Section 1, you learned about the changes expansion brought to Roman society. Expansion would also change the balance of power in Rome's republican government. These changes would lead to the overthrow of the republic.

Conflicts at Home

KEY QUESTION What led to conflict in Rome?

As Rome expanded, many wealthy Romans neglected their civic duties. They thought only about gaining even more power and wealth. This increased the distance between rich and poor. As a result, the threat of uprisings grew as the common people increasingly resented the power and privileges of the wealthy.

Reform Fails Reformers tried to relieve these problems. They wanted to break up the huge estates and give land to the poor. But the wealthy landowners in the Senate felt threatened. They opposed the reforms and had the reformers killed.

)) Starting with a Story

Imagine that you are in the Roman Senate on March 15, 44 B.C. As Julius Caesar takes his seat, armed men suddenly surround him!

Click here to listen to the story @ ClassZone.com



CONNECT to Today

Colosseum The Colosseum is a lasting symbol of the power of the Roman Empire. How might the influence of the Colosseum be seen today? ▼



Civil War At the same time, generals who had conquered other lands became ambitious for power at home. They hired poor farmers to serve under them as soldiers. Increasingly, these soldiers shifted their loyalty from the republic to their general. The generals' desire for power led to conflict.

Eventually, civil war broke out. A **civil war** is an armed conflict between groups within the same country. On one side were the generals who supported the cause of the plebeians. On the other were generals who were backed by patricians and senators.

A general named Marius fought for the plebeians, while a general named Sulla fought for the patricians. The struggle went on for many years. Finally, in 82 B.C., the patricians won. Sulla took power and became a dictator.



ANALYZE CAUSES Describe the reasons for conflict in Rome.

Julius Caesar



KEY QUESTION What were some of Caesar's accomplishments?

After Sulla died, other generals rose to power. One of them was Julius

Caesar, general, politician, and dictator.

Caesar was born around 100 B.C. into an old noble family. He was a man of many talents and great ambition. But to achieve real power, he knew he had to win on the battlefield.

Military Leader Caesar first saw military action in Asia Minor—part of present-day Turkey—and Spain. But he proved himself to be a great general in Gaul, the area now known as France.

▲ Julius Caesar One of the great figures of history, painted here by Peter Paul Rubens (1577–1640), Caesar was a brilliant statesman, general, orator, and writer.

The Gauls were fierce fighters. But in a brilliant military **campaign**, Caesar defeated the Gauls and captured the entire region. His conquests won new lands and great wealth for Rome. The victories also won fame and fortune for Caesar.

Caesar wrote about his exploits in Gaul in a military memoir entitled *Commentaries on the Gallic War*. This work established his reputation as one of the great writers of Latin prose.

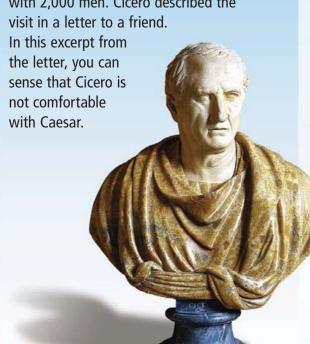
Dictator for Life In addition to his military skills, Caesar was also a good politician. He gained a reputation as a reformer who supported the common people. This, plus his military fame, made him popular with the plebeians.

But Caesar also had enemies. Many powerful Romans, including patrician senators, opposed Caesar. One of his opponents was **Cicero** (SIHS•uh•ROH), a key Roman consul and perhaps the greatest speaker in Roman history. Cicero was a strong supporter of the republic. He distrusted Caesar and the ruler's great desire for power. (You can learn more about the relationship between Cicero and Caesar by reading Cicero's letter in the Primary Source below.)

When Caesar returned from Gaul, the Senate ordered him to break up his army. Instead, he led his soldiers into Italy and began fighting for control of Rome. After several years, Caesar emerged victorious. In 46 B.C., he returned to Rome, where he had the support of the people and the army. That same year, the Senate appointed him the sole Roman ruler. In 44 B.C., Caesar was named dictator for life as opposed to the usual six months.

Primary Source

Background Although Cicero opposed Caesar, he could still be polite to Rome's sole ruler. In 45 B.C., Cicero invited Caesar to be a guest in his home. The ruler arrived with 2,000 men. Cicero described the visit in a letter to a friend.



◄)) from *Cicero's Selected Works*A Letter by Cicero

Translated by Michael Grant

In other words, we were human beings together. Still, he was not the sort of guest to whom you would say "do please come again on your way back." Once is enough! We talked no serious politics, but a good deal about literary matters. In short, he liked it and enjoyed himself. . . . There you have the story of how I entertained him—or had him billeted [camped] on me; I found it a bother, as I have said, but not disagreeable.

DOCUMENT-BASED QUESTION

Why do you think Cicero and Caesar avoided talking about politics?

Caesar's Reforms Caesar governed as an absolute ruler, but he started a number of reforms. He expanded the Senate by including supporters from Italy and other regions. He also enforced laws against crime and created jobs for the poor. Despite these reforms, some Romans feared that Caesar would make himself king. Not only would he rule for a lifetime, but his family members would also rule after him. The Roman's hatred of kings went back to the days of Etruscan rule.

Assassination and Legacy Concern over Caesar's growing power led to his downfall. The Senate, Rome's governing body, resented his power. On March 15, 44 B.C., some of the senators took action. The Senate held a meeting on that fateful day. The senators entered one by one and, finally, Caesar came into the chamber. He was surrounded and then assassinated by a group of senators. The leaders of the conspiracy were eventually killed or committed suicide.

Historians still disagree about Caesar's rule, just as Romans did at the time. Some say he was a reformer who worked to help the common people. Others say he was a power-hungry tyrant. In either case, Caesar's rule and his death would bring an end to the republic.



sins. The other side shows a

cap of liberty between two

daggers.



SUMMARIZE Discuss Caesar's accomplishments.

Emperors Rule Rome



V KEY QUESTION What happened to Rome after Caesar's death?

After Caesar's death, several Roman leaders struggled to gain power. One of these men was Caesar's great-nephew and adopted son, Octavian (ahk•TAY•vee•uhn).

This struggle led to another civil war, which lasted for years. The war destroyed what was left of the Roman Republic. Eventually, Octavian defeated his enemies. In 27 B.C., he became the ruler of Rome. In time, he took the name Augustus (aw•GUHS•tuhs), which means "exalted one," or person of great rank and authority.

Augustus Rebuilds Rome Augustus was the first emperor of Rome, but he didn't use that title. He preferred to be called "first citizen." He restored some aspects of the republican government. Senators, consuls, and tribunes once again held office. But Augustus had power over all of them.

History Makers

Augustus (63 B.C.–A.D. 14)

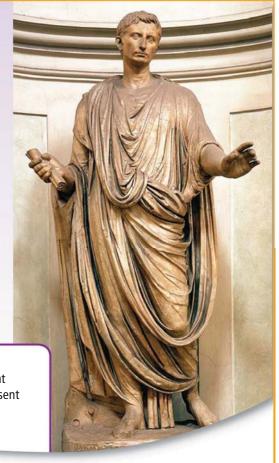
As a child, Augustus was weak and sickly. He continued to suffer from illnesses throughout his life. Yet he lived a long life and became the powerful ruler of a great empire.

Despite his enormous power, Augustus liked to present himself as an average citizen with simple tastes. He lived in a small house and slept in a bedroom no larger than a cell. He wore plain robes woven by his wife. His favorite foods were those of the common people—bread, cheese, and olives. Augustus also believed in a strict moral code. He sent his own child into exile for not living up to this code.

Augustus once said that his highest honor was to be called the father of his country by the Roman people. But after his death, the Romans worshiped Augustus as a god.

CRITICAL THINKING

Make Inferences Why might Augustus have wanted to present himself as an average citizen?

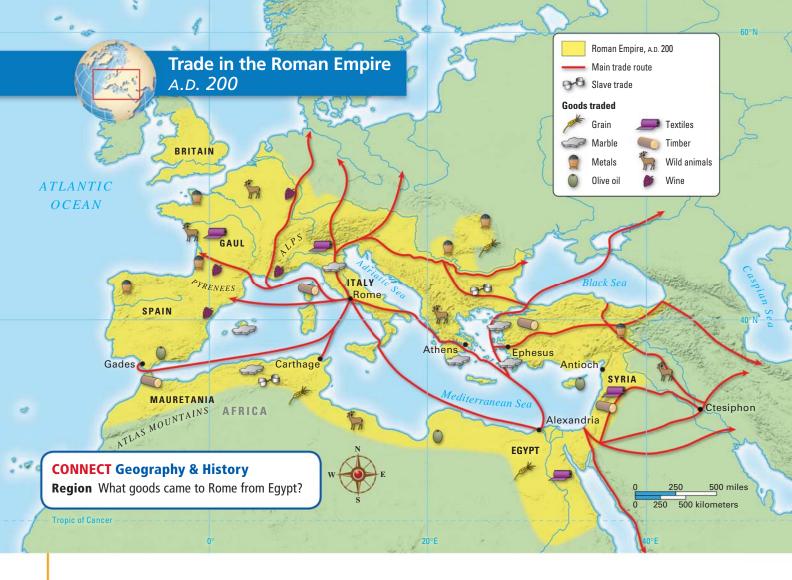


Augustus governed well. He brought the provinces under control and strengthened the empire's defenses. He also began a **civil service**, a group of officials employed by the government. The Roman civil service collected taxes, oversaw the postal system, and managed the grain supply.

Augustus also rebuilt and beautified Rome. He built grand temples, theaters, and monuments. He replaced many old brick buildings with structures made of **marble**. Under Augustus, Rome became a magnificent imperial capital.

The Roman Peace The reign of Augustus began a long period of peace and stability in the Roman Empire called the *Pax Romana*, or "Roman Peace." The *Pax Romana* lasted for about 200 years. During this time, the empire grew to its greatest size, about two million square miles.

Under Augustus, the Roman army became the greatest fighting force in the world. Around 300,000 men served in the army. They guarded the empire's frontiers. They also built roads, bridges, and tunnels that helped tie the empire together. In addition, Augustus created a strong Roman navy that patrolled the Mediterranean Sea. In this way, Rome was able to make its power and influence felt throughout the Mediterranean world.



A Strong Government The *Pax Romana* continued long after Augustus died in A.D. 14. Many other emperors ruled after Augustus. Some were good rulers, while others were not. But the government begun under Augustus was so effective that the empire continued to do well. The Romans managed to control an empire that by the A.D. 100s reached from Spain to Mesopotamia, from North Africa to Britain. Included in its provinces were people of many languages, cultures, and customs.

Agriculture Agriculture and trade helped the empire prosper. Agriculture was the most important economic activity in the empire. All else depended on it. The majority of people were engaged in farming. Most Romans survived on the produce from their local area. Additional food, if needed, was obtained through trade.

Farming remained the basis of the Roman economy, but industry also grew. The manufacture of pottery, metal goods, and glass increased. So did the production of wine and olive oil, as well as other food products.

Trade The empire fostered economic growth through the use of trade routes. Traders sailed across the Mediterranean Sea to Spain, Africa, and western Asia. They also traveled by land to Gaul and other parts of Europe. Through trade, Rome acquired valuable goods not available at home. Traders brought back grain, ivory, silk, spices, gold and silver, and even wild animals. Much of this trade relied on the quality of Roman roads. It also relied on the security provided by the Roman military.

Currency The Roman economy was also united by a common currency, or money. In Augustus' time, a silver coin called a denarius (dih•NAHR•ee•uhs) was used throughout the empire.

A common form of money made trade between different parts of the empire much easier. Traders could buy and sell without changing their money into another currency.

Rome's expanding economy largely benefited those who were already wealthy. As a result, the division between rich and poor became deeper. You will learn more about this division in Section 3.



FIND MAIN IDEAS Describe what happened to Rome after the death of Julius Caesar.



▲ Motto SPQR stands for "the Senate and the people of Rome." This was the motto of the Roman Empire.

2

Section Assessment



Terms & Names

1. Explain the importance of

civil war Cicero civil service
Julius Caesar Augustus Pax Romana

Use Your Reading Notes

2. Sequence Events Use your completed time line to answer the following question:

How long did Julius Caesar serve as dictator for life?



Key Ideas

- **3.** How did expansion threaten the Roman Republic?
- **4.** How did Caesar gain power?
- **5.** How did Roman government change under Augustus?

Critical Thinking

- **6. Summarize** What events and circumstances brought the Roman Republic to an end?
- **7. Analyze Causes and Effects** What factors encouraged economic growth during the *Pax Romana?*



Make a Map Make an outline map of the Roman Empire at its height in A.D. 117. Then add labels to the map for cities, regions, countries, and bodies of water.

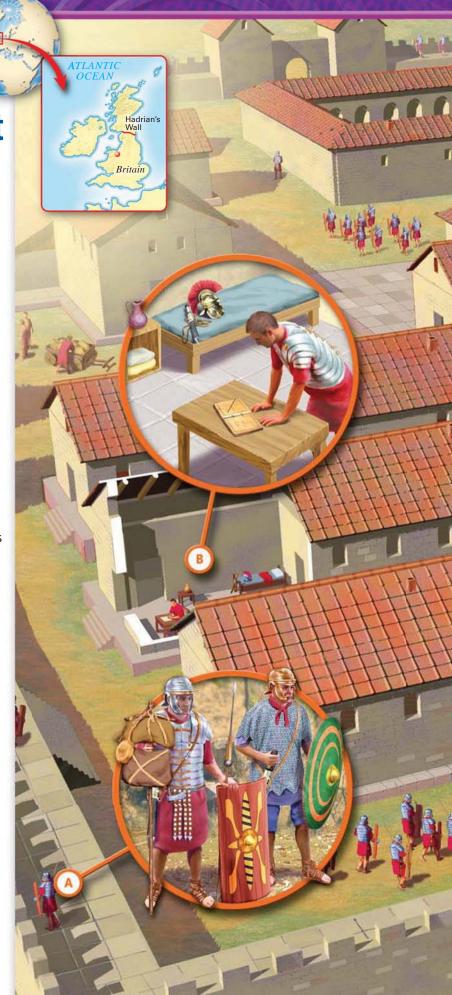
Daily Life

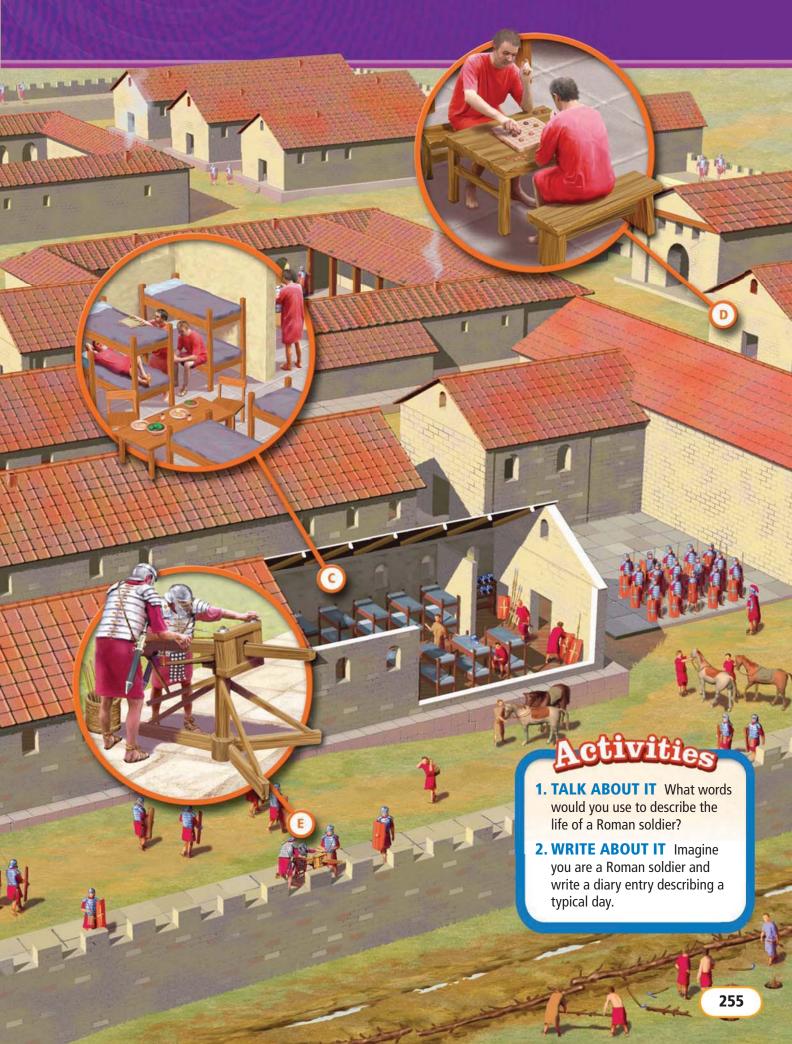
Life in a Roman Fort

The Romans built permanent forts on the frontiers of the empire. These forts helped Rome both defend and expand its empire. Some of the forts, like the one shown here, were located in Britain. Officers called centurions commanded the forts and the ordinary soldiers. Many Roman citizens joined the army but had to sign on for 25 years of service. Conquered peoples were also invited to join. They became Roman citizens when their service ended.

Each fort housed officers and about 500 soldiers. When they weren't on patrol, the soldiers spent much of their time in and around their barracks. Eighty men and one centurion lived in each barrack.

- A Uniform and Equipment A soldier guarding the fort wore a wool tunic, protective chain mail or armor, an iron helmet, and leather sandals. He carried a spear, a sword, and a shield with his unit's emblem.
- B Centurion's Rooms A commander had several rooms to himself. Like all centurions, he wore a helmet with a crest that helped his soldiers identify him during a battle.
- **Mess Rooms** Eight men shared a pair of mess rooms. This is where they slept, cooked, and ate.
- **D** Free Time The soldiers didn't have much free time, but when they did, they sometimes played games. Board games were popular pastimes.
- Weapons Soldiers defended the fort by throwing spears or shooting arrows at the enemy. Sometimes they also used this machine, called a ballista. It could throw steel-tipped arrows 300 to 400 yards.





Section 3

Reading for Understanding

Key Ideas

BEFORE, YOU LEARNED

The Roman Empire created a long-lasting period of stability and prosperity in the ancient world.

NOW YOU WILL LEARN

The daily lives of Romans revolved around family, religion, and social class, as well as sports and public entertainment.

Vocabulary

TERMS & NAMES

aqueducts (AK•wih•DUHKTS) artificial channels that carry water, sometimes over arched bridges **Colosseum** Roman stadium where Romans watched gladiator fights

gladiators trained Roman warriors

BACKGROUND VOCABULARY

cause motive or reason for acting

private school school that charges students for admission

shrines places where sacred religious objects are kept

REVIEW

emperor person who rules an empireempire a group of territories and peoplesbrought together under one supreme ruler



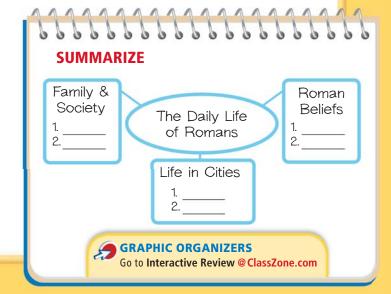
Visual Vocabulary gladiators

Reading Strategy

Re-create the web diagram shown at right. As you read and respond to the **KEY QUESTIONS**, use the diagram to summarize ideas about the daily life of Romans.



See Skillbuilder Handbook, page R4.



The Daily Life of Romans

Connect to What You Know Remember that, in the earliest days of Rome, extended families lived and worked on small farms. Family members knew what was expected of them. During the Roman Empire, family roles became even more structured—and so did roles in society.

Family and Society



V KEY QUESTION How were the family and society organized?

The head of the Roman family was the father. He owned all the property and had control over other members of the household. The father's power was limited, however, by public opinion and custom. Roman society disapproved of a father punishing his family without good cause.

Women Women in a Roman family enjoyed some freedoms. Like women in most parts of the world, Roman women were expected to run the household and take care of the children. But they also could inherit property, and they ran the family business when their husbands were away. Still, Roman women had little power outside the home and could not vote.



▲ Household Mosaic

This mosaic was set in front of a house in Pompeii, an ancient Roman city. The words at the bottom of the mosaic tell visitors to "beware of dog."

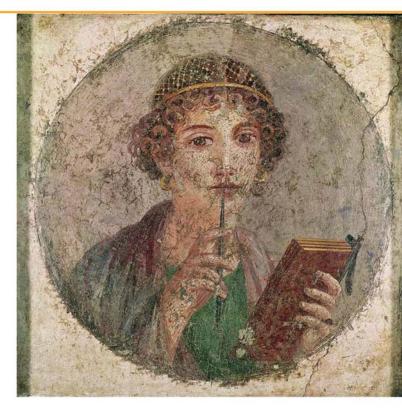
Emperor's Villa

While most Romans lived in poor conditions, the emperors lived in luxury. A large number of slaves took care of



Children Most parents gave their children some education at home. Boys from wealthy families were often sent to private schools, while daughters stayed at home and learned household skills. Girls usually married by age 14, while boys married later.

Social Classes Over time, Roman social classes changed. The old division between patricians and plebeians evolved into upper and lower classes. Patricians and some wealthy plebeians became part of the upper class. A new middle class also developed. Prosperous business leaders and officials belonged to this middle class. Farmers formed one of the lower classes.



Slaves made up the lowest—and largest—class in society. Up to one-third of the population were slaves. Some were prisoners of war. Others became slaves because their parents were slaves. Slaves were found throughout Roman society. Some slaves worked in low-level clerical positions. However, slaves also performed all jobs requiring physical labor. They worked in mines, on large estates, and as servants. Many suffered cruel treatment. Slave revolts were common, but none of them succeeded. Thousands of slaves died in these revolts, the most famous of which was led by Spartacus.

▲ Upper-Class Woman The young woman in this wall painting wears the clothes and hairstyle of a wealthy Roman citizen. What other elements in the wall painting reveal her social class?



DRAW CONCLUSIONS Describe how the family and society were organized.

Roman Beliefs



X KEY QUESTION What were the religious beliefs of the Romans?

Religious beliefs bound Roman society together. From the earliest times, the Romans worshiped hundreds of spirits. They believed that these spirits lived in everything around them, including rivers, woods, and fields. Roman families also believed that household gods protected them. They set up shrines in their homes in order to honor these spirits.

Religious Influences

Later, Roman beliefs were influenced by other cultures. The Etruscans and Greeks particularly affected Roman religion. The Romans adopted the Etruscan idea of gods in human form. They also adopted Etruscan rituals designed to predict the future. The Romans believed these rituals could reveal whether a specific action, such as a battle, would have a good result.

Greek and Roman Gods			
Description	Greek	Roman	
Supreme god	Zeus	Jupiter 🎻	
Supreme goddess	Hera (wife of Zeus)	Juno (wife of Jupiter)	
God of the sea	Poseidon	Neptune	
God of music and poetry	Apollo	Apollo	
Goddess of love and beauty	Aphrodite	Venus	
God of war	Ares	Mars	

▲ Jupiter This statue of Jupiter shows the god riding an eagle—his symbol—and throwing a lightning bolt.

The Romans borrowed many of their gods from the Greeks. For instance, the Roman god Jupiter, father of the gods, had many of the characteristics of the Greek god Zeus. Apollo, the Greek god of music and poetry, became a key Roman god of the same name.

Religion and Public Life As in ancient Egypt, religion and government were linked in Rome. Priests were government officials, and the **emperor** was the head of the church. Roman gods were also symbols of the state. Romans were expected to honor these gods in public ceremonies. Over time, even the emperor himself became a god. At first, the Romans only worshiped emperors after death. But eventually they honored living rulers as gods. Loyalty to the emperor became the same as loyalty to the gods.



FIND MAIN IDEAS Discuss the religious beliefs of the Romans.

Life in Roman Cities



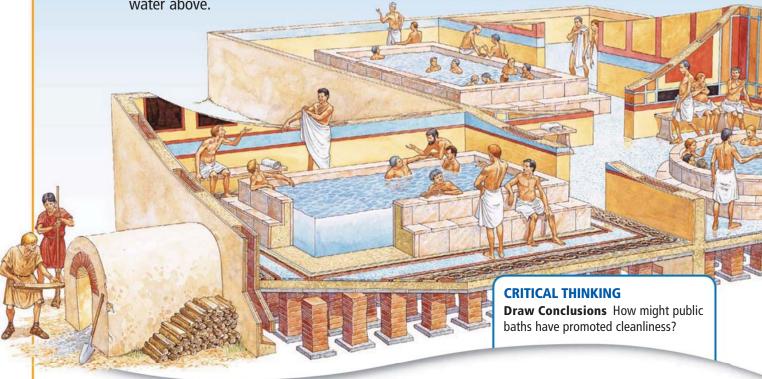
KEY QUESTION What was life like in Roman cities?

At the height of the Roman **Empire**, the city of Rome had nearly one million people. People from all over the empire moved to Rome. This mix of people produced a lively blend of ideas and customs.

The Crowded City The number of people also created problems. Rome's center was crowded, dirty, and noisy. Much of the city's population was unemployed and poor. These people lived in rundown apartment buildings. They had small rooms with no running water or toilets. Public bathhouses were one means of adapting to a crowded city. People dropped their trash out the windows, injuring others walking in the streets below. Fire was also a constant danger.

CONNECT \(\) to Science

Water Management The typical Roman public bath was built on a foundation of pillars. Roman architects constructed a furnace that opened into the area beneath the bath. When slaves burned wood in the furnace, hot air flowed around the pillars. This hot air heated the rooms and water above.



Rich and Poor Poor Romans also had little to eat. Typical foods were bread, olives, and fruit. But the government provided free grain to keep people happy and avoid public unrest.

By contrast, wealthy Romans enjoyed a life of luxury. They lived in large, comfortable homes in the countryside. They spent their time going to the theater and enjoying themselves. They also held fancy dinner parties. These meals included fine foods like dates, oysters, and ham. They also included unusual dishes like salted jellyfish, roast parrot, and boiled flamingo tongue.

Responding to Urban Problems The Romans came up with a number of practical solutions to some of their urban problems. They built sewer and plumbing systems to improve sanitation. They also built **aqueducts** (AK•wih•DUHKTS), artificial channels that carried fresh water from springs, streams, and lakes into Roman towns. The water traveled through a system of channels and pipes. Most of these were underground but some were supported by high arched bridges.

Public baths were another important part of city life. Most towns and even most Roman forts had public bathhouses. Romans of all classes visited the baths to bathe and socialize. Connect to Science on the preceding page provides more about the architecture and technology of a typical Roman bathhouse.

To distract Romans from the problems of city life, the government provided entertainment at large public arenas. One of these was the Circus Maximus (MAK•suh•muhs), a large oval stadium used for chariot races. As you learned on pages 234–235, another famous arena was the **Colosseum**. The Colosseum was named for a huge statue, or colossus, of a Roman emperor that once stood beside the arena.

In the arena, Romans could watch **gladiators**, or trained warriors, fight to the death. Overhead stretched a cloth awning to protect the public from the sun. The crowd might see hunters killing unusual animals. But the most popular contests pitted two gladiators against one another or a gladiator against a wild animal. The spectacles the Romans watched combined bravery and violence, honor and cruelty.



MAKE GENERALIZATIONS Describe what life was like in Roman cities.

Section Assessment

ONLINE QUIZ For test practice, go to Interactive Review @ ClassZone.com

▲ Roman Aqueducts

The remains of this

River in France.

Click here to see how aqueducts

Roman aqueduct still stand over the Gard

work @ ClassZone.com

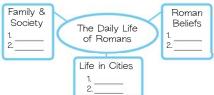
Terms & Names

Explain the importance of
 aqueducts Colosseum qladiators

Use Your Reading Notes

2. Summarize Use your completed diagram to answer the following question:

What architectural innovations improved Roman city life?



Key Ideas

- **3.** Who belonged to the main social classes during the time of the Roman Empire?
- **4.** What was the relationship of religion to government in ancient Rome?
- **5.** What was the city of Rome like?

Critical Thinking

- **6. Form and Support Opinions** How would worshiping the emperor while he lived affect the Romans' view of their ruler?
- **7. CONNECT to Today** How are ancient Rome's urban problems reflected in urban problems today?



Internet Activity Use the Internet to find out more about how aqueduct bridges worked. Then draw a diagram that illustrates how these bridges carried water to Roman cities.

INTERNET KEYWORD Roman aqueduct

Section **4**

Reading for Understanding

Key Ideas

BEFORE, YOU LEARNED

The daily lives of Romans revolved around family, religion, social organization, and urban life.

NOW YOU WILL LEARN

The development of Christianity took place in the Roman Empire.

Vocabulary

TERMS & NAMES

Jesus Jewish teacher whose life and teaching became the basis of Christianity

Gospels four written accounts of life of Jesus disciples (dih•SY•puhlz) closest followers of Jesus

parables stories with morals, often told by Jesus Gentiles (JEHN•TYLZ) non-Jewish people

Paul apostle and early leader of the Christian church

missionary person sent to do religious work in another place

Epistles letters that became part of the New Testament

BACKGROUND VOCABULARY

morals lessons taught by a story



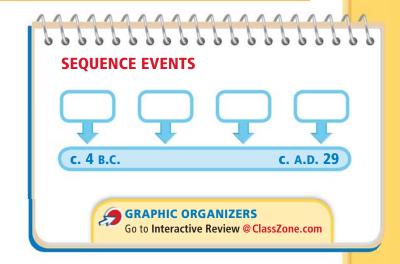
Visual Vocabulary disciples

Reading Strategy

Re-create the time line shown at right. As you read and respond to the **KEY QUESTIONS**, use the time line to put events in the correct chronological order so you see how they are related.



See Skillbuilder Handbook, page R5.



The Development of Christianity

Connect to What You Know The Roman world was diverse, with many religions. The life and teaching of a Jewish teacher named **Jesus** became the basis of Christianity.



▲ Cross The cross is a symbol of Christianity.

Some are made of gold and adorned with jewels, like the one shown above.

Christianity's Jewish Roots

KEY QUESTION What were some Jewish beliefs about the Messiah?

In 63 B.C., the Romans conquered the Jewish kingdom of Judah, also called Judea. During their history, the Jews had frequently been treated badly. Many Jews wanted to be free from foreign rulers. Some Jewish sacred writings promised a Messiah, and many people believed that this would be an earthly ruler sent by God. Some believed that this ruler would be descended from King David, the ruler of Israel in the 900s B.C.

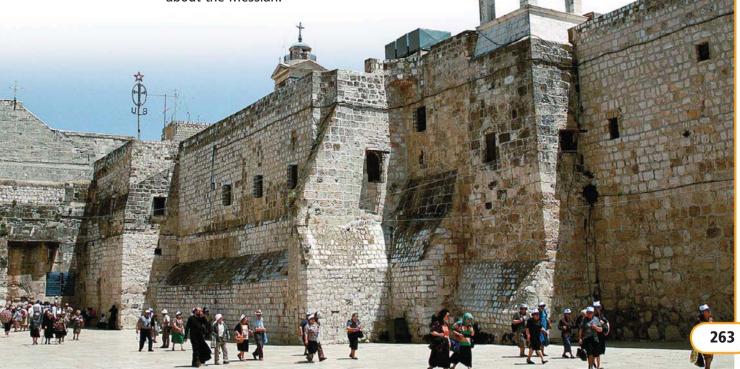
SUMMARIZE Describe some Jewish beliefs about the Messiah.

Others believed the Messiah would free them.

CONNECT to Today

Bethlehem This

photograph shows the Church of the Nativity in Bethlehem, supposedly built upon the site of Jesus' birth.



The Life of Jesus

V) **KEY QUESTION** Who did the disciples of Jesus believe he was?

As a Jew born in the Roman province of Judea, Jesus followed many of the teachings of Judaism. However, he also taught certain ideas and practices that differed from what others were teaching.

Birth and Early Life We know about Jesus from the Gospels, four accounts of the life of Jesus written after his death by Matthew, Mark, Luke, and John. The Gospels and other writings make up the New Testament.

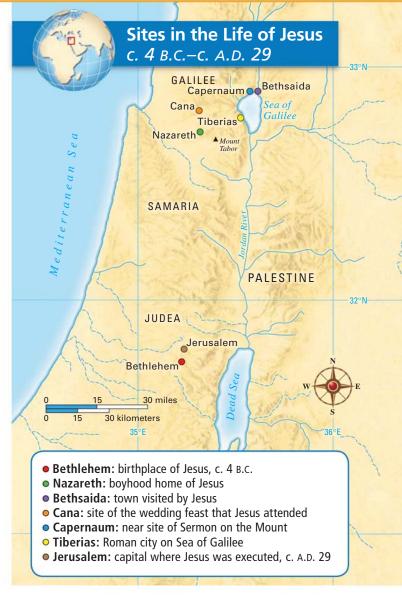
According to the Gospels, Jesus was born in Bethlehem and grew up in Nazareth. Christians later celebrated his birth on the holiday of Christmas. In the Gospel account, Jesus was raised by Mary, his mother, and by Joseph.

Jesus' Followers As a young adult, Jesus became a traveling

teacher. Biblical accounts say he cured the sick and lame and turned water to wine at a wedding feast in Cana.

Jesus began to gather followers. His closest followers were called disciples (dih•SY•puhlz). Jesus' 12 disciples were Peter, Andrew, James, John, Philip, Bartholomew, Thomas, Matthew, James (son of Alphaeus), Simon, Thaddaeus, and Judas Iscariot.

The Teachings of Jesus Jesus preached justice, compassion, and the coming of God's kingdom. He often delivered these messages in the form of parables, or stories with morals. Three of Jesus' best-known parables are those of the Good Samaritan, the Prodigal Son, and the Lost Sheep. The Good Samaritan teaches the importance of helping other people, even if they are different from us and do not share our race or religion. The Prodigal Son deals with God's call for the lost soul to repent. The Lost Sheep deals with God's concern for every individual, no matter how lost or seemingly insignificant.



Jesus' most famous teachings were given in the Sermon on the Mount. The sermon opens with the Beatitudes (bee•AT•ih•TOODZ), or blessings. In this sermon, Jesus encouraged people not only to obey the law but also to change their hearts. People shouldn't simply refrain from killing; they should also love and pray for their enemies. Jesus encouraged his followers to live simply and humbly. (See the Primary Source below for more about the Beatitudes.)

Despite his teachings, Jesus angered some people who heard him preach. For example, Jesus forgave people who had broken religious laws, but many Jewish leaders thought only God could grant this kind of forgiveness. Jesus also associated with sinners, whom religious leaders treated as outcasts. Most shocking was the claim of some of Jesus' followers that he was the Messiah they had long been waiting for. These factors contributed to a certain amount of hostility toward Jesus.



SUMMARIZE Describe who some of Jesus' disciples thought he was.

Primary Source

Background One of Jesus' most famous sermons is called the Sermon on the Mount. In this speech, he made a number of memorable statements that have become known as the Beatitudes. Some of them are listed at right. Below is the Sermon on the Mount as pictured in a French manuscript of the 1200s.



(a) from the Beatitudes

- Blessed are the poor in spirit, for theirs is the kingdom of heaven.
- Blessed are those who mourn, for they shall be comforted.
- Blessed are the meek, for they shall inherit the earth.
- Blessed are those who hunger and thirst for righteousness, for they shall be satisfied.
- Blessed are the merciful, for they shall obtain mercy.
- Blessed are the pure in heart, for they shall see God.
- Blessed are the peacemakers, for they shall be called sons of God.

Matthew 5:3-9

DOCUMENT-BASED QUESTION

What do these sayings of Jesus suggest about his view of the oppressed? Does he seem to identify with the rich and powerful or the poor and weak?

The Death of Jesus

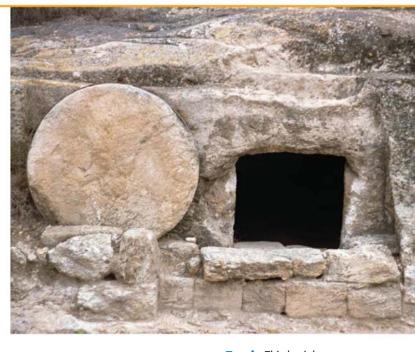


KEY QUESTION Why did Christians believe an afterlife was possible?

The claim that Jesus was the Messiah, or Jewish liberator and ruler, threatened the Romans because it questioned their political power and authority. The claim also shocked many Jewish leaders.

Arrest and Trial According to three of the Gospels, Jesus' followers hailed him as king

when he journeyed to Jerusalem to celebrate the Jewish holy day of Passover. In that city's holy Temple, Jesus publicly criticized how the Temple was being run. Jesus was arrested and turned over to the Romans for punishment.



▲ Tomb This burial chamber dating from the time of Jesus was sealed with a round stone.

The Story of the Resurrection The Roman governor, Pontius Pilate, ordered Jesus to be executed by crucifixion, or hanging on a cross until he suffocated. After Jesus died, his body was taken down from the cross and a huge stone was placed in front of the tomb where he was buried.

On the third day after his execution, according to the Gospels, some of his followers reported that the stone had moved and the tomb lay empty. Others said they had seen Jesus and had even walked and talked with him.

These accounts of Jesus' resurrection, or return to life, proved to many of his followers that he was divine. They came to believe that Jesus had been willing to give up his own life for the sake of God's kingdom. Through Jesus' death and resurrection, God was bringing new life into the world. This was a world in which sin and even death would be defeated. Jesus' followers said anyone who believed this would share in the life of God.

According to Christians, Jesus' crucifixion took place on a Friday, and his resurrection on a Sunday. The Christian holidays Good Friday and Easter Sunday, which recall these two events, have been celebrated ever since.



DRAW CONCLUSIONS Discuss why Christians believed an afterlife was possible.



The Early Christians



KEY QUESTION What did Jesus' disciples do after his death?

Jesus' first disciples were Jews. Eventually, they developed beliefs and practices that caused a break from Judaism, and they became known as Christians.

The Early Church The disciples thought that Jesus had fulfilled Jewish prophecies about the Messiah. The disciples tried to convince other Jews to accept Jesus as the Messiah.

The early church stressed sharing property as well as practicing charity, helping prisoners, and taking common meals. Women and slaves were eager to join, perhaps because the new church taught that all its members were equal. These beliefs helped to set the early church apart from other religions of the time. The disciples hoped to spread Jesus' message and convert others to their beliefs.

Conflict Arises The first members of Christian churches were Jewish converts to Christianity. The conversion of **Gentiles** (JEHN•tylz), or non-Jewish people, to Christianity sparked a debate. Some thought Gentiles should observe the Torah, while others thought that this practice was unnecessary.

At first, Roman leaders ignored the early Christians. Like the Christians themselves, the Romans viewed Christianity as a sect, or division, of Judaism. Jewish leaders disagreed with this view.



SUMMARIZE Describe what Jesus' disciples did after his death.

Ephesus This view shows the ruins of a street and temple in the Roman city of Ephesus in Anatolia, where early Christians preached. ▼



Paul Spreads Christianity



KEY QUESTION Where did Paul travel and why?

One of the men who became an early leader of the Christian church was Saul, who had been born a Jew. He wrote about how, as a young man, he had actively opposed the Christian church. Later, his faith changed.

The Road to Damascus While on the road to Damascus, Saul experienced a sudden conversion. According to his own account, Saul felt that God had revealed Jesus as his son to him, and appointed Saul to proclaim Jesus among the Gentiles. Saul came to believe that Jesus was the Jewish Messiah.

Saul's cultural and political background helped him convert nonbelievers. As a Pharisee, Saul knew



▲ Paul The apostle Paul was the most important early Christian missionary. What do the objects held by Paul suggest about the spread of Christianity?

Jewish law. He had been born in Tarsus, a city in Asia Minor heavily influenced by Greek culture. Saul held Roman citizenship, which allowed him to travel freely throughout the empire.

When he traveled, Saul used his Roman name, Paul. After three years, according to Christian scriptures, Paul was ready to travel as a missionary, a person sent to do religious work in another place. During Paul's lifetime, the Roman Empire was experiencing the Pax Romana, or "Roman peace." That made the empire's excellent roads safer for Paul's widespread travels.

The Journeys Change Christianity Nonetheless, Paul's travels weren't easy. He made four missionary journeys. Each one took several years. Paul and other Christian missionaries brought about changes that made it possible for Christianity to spread throughout the Roman Empire. For years, Paul and other early Christian leaders struggled over whether Gentiles had to become Jews before becoming Christians. Paul argued that conversion to Judaism was unnecessary. Paul's beliefs helped separate Christianity from Judaism. It also made the new religion more appealing to Gentiles. As a result, Christianity began to spread throughout the empire.

The Letters Paul started new churches and kept in touch with these churches by writing letters. Paul's letters explained Christian beliefs and urged converts to live according to God's laws. He preached that salvation was available to all who accepted Jesus. Paul's letters are among the **Epistles**, letters that became part of the New Testament. In one famous Epistle, Paul wrote that believing in Jesus broke down all barriers between people.

Paul's Death and Legacy Paul had wanted to travel to Rome to spread his Christian faith. He did reach Rome, but not in the way he had hoped. Near the end of his career, Paul returned to Jerusalem. He was taken into custody by the Romans when it was rumored that he had brought Gentiles into the Temple. After staying in prison for two years, Paul demanded to be tried before Caesar in Rome.

Paul left on his final journey in late autumn A.D. 59. After arriving in Rome in early A.D. 60, Paul remained under house arrest for two years. He wrote several letters from captivity. Then, he suddenly stopped. Paul probably died in Rome.

Paul was the most influential of the early apostles, or messengers of Jesus, because of his many journeys and letters. He helped spread the church from Jesus' homeland out to the nations of the world.



SUMMARIZE Describe Paul's travels and why he made them.



Section Assessment



Terms & Names

1. Explain the importance of

Jesus disciples Gentiles missionary Gospels parables Paul Epistles

Use Your Reading Notes

2. Sequence Events Use your completed time line to answer the following question:

What actions of Jesus in Jerusalem preceded his arrest?



Key Ideas

- **3.** What great power ruled over Judea in the time of Jesus?
- **4.** How do we know about Jesus' life and about his teachings?
- **5.** What qualifications did Paul possess that made him an effective missionary?

Critical Thinking

- **6. Analyze Causes and Effects** How did the *Pax Romana* contribute to the spread of Christianity?
- **7. Draw Conclusions** Why might Jesus have used parables to deliver his message?



Write a Parable Think of an important lesson you would like to teach. Then write a brief story to teach your lesson. Read your parable aloud to your class.

Chapter Assessment

Interactive (**) Review



Material States for quizzes, flipcards, crosswords, review notes, and activities @ ClassZone.com

The Rise of Rome

Geography

- Hills and the Tiber River helped protect Rome.
- Rome's location in Italy made it easier to reach other lands.



Culture

- Family life and society were highly structured.
- Romans built aqueducts and sanitation systems.



Government

- The Roman Republic had a government divided into three parts.
- Roman government influenced modern republics.

Economics

- A vigorous trade developed in the Roman Empire.
- A common currency united the empire.



Belief Systems

- Romans worshiped many gods.
- Christianity developed in the Roman Empire.



VOCABULARY

Explain why the words in each set below are linked with each other.

- 1. patrician and plebeian
- 2. Senate and consul
- 3. Julius Caesar and Augustus
- 4. Gospels and Epistles

KEY IDEAS

The Roman Republic (pages 238–245)

- 5. How would you describe the geography of Rome?
- **6.** What powers did the executive branch have in the Roman Republic?

Rome Becomes an Empire (pages 246–255)

- 7. What did Julius Caesar accomplish as ruler of the Roman Republic?
- 8. How did Augustus encourage the expansion of the Roman Empire?

The Daily Life of Romans (pages 256–261)

- 9. How did life differ for the rich and poor in Roman cities?
- 10. What structures in Roman cities have influenced modern structures?

The Development of Christianity (pages 262–269)

- 11. What is one important message from the Sermon on the Mount?
- 12. What religion did Jesus and his earliest disciples follow?

CRITICAL THINKING

- 13. Analyze Causes and Effects How did the advantages gained by some early farmers affect Rome's development?
- **14. Draw Conclusions** How did class divisions bring about the end of the Roman Republic?
- 15. Identify Problems and Solutions What steps did the empire take to avoid another civil war between rich and poor?

Contribution

- 1. Writing Activity Imagine that you are a plebeian in the Roman Empire. Write a journal entry about a day in your life. Describe where and how you live. Tell what you see and do on an ordinary day.
- 2. Interdisciplinary Activity—Civics
 Create a poster in which you use photographs and drawings to compare the Roman republic with the U.S. republic.



Click here to write a news report on the opening of the Colosseum @ ClassZone.com



How did Rome become a powerful empire?

Written Response Write a two- or three-paragraph response to the Essential Question. Consider the key ideas of each section and specific details about the rise and expansion of the Roman Empire. Use the rubric to guide your thinking.

RESPONSE RUBRIC

A strong response will

- discuss aspects of Roman government, civic life, and urban life in the empire
- discuss Rome both as a republic and as an empire

Standards-Based Assessment



- Online Test Practice @ ClassZone.com
- Test-Taking Strategies and Practice at the front of this book

Interpret Secondary Sources Use the secondary source below on the fall of Rome to answer the questions.

Secondary Source

The year was 476. For those who demand to know the date Rome fell, that is it. Others will realize that the fall of Rome was not an event but a process. Or, to put it another way, there was no fall at all—ancient Roman civilization simply became something else, which is called medieval. [It evolved into another civilization, the civilization of the Middle Ages.]

Source: *Roman Realities* (1967) by Finley Hooper

- 1. Which of the following best summarizes the author's main point about the fall of the Roman empire?
 - **A.** It was a sudden military collapse.
 - **B.** It had simply become too large.
 - **C.** It was an event rather than a process.
 - **D.** It was a process rather than an event.
- 2. What did Roman civilization evolve into?
 - A. the Age of Revolution
 - **B.** the Modern Age
 - C. the Middle Ages
 - **D.** the Enlightenment

Chapter

Rome's Decline and Legacy



Essential Question

Why did the Roman Empire fall, and what is its legacy?

CONNECT Q Geography & History

Use the map and the time line to answer the following questions.

- 1. How does the size of the Western Roman Empire compare with that of the Eastern Roman Empire?
- 2. The Eastern Roman Empire was also known as the Byzantine Empire. About how much longer did that empire last than the Western Roman Empire?

ATLANTIC OCEAN

ROME

Marcus Aurelius begins his reign. (relief of Marcus Aurelius)

285 Diocletian reorganizes

the empire.

the Roman Empire.

Constantine reunifies Western Roman Empire falls.

200

300

400

WORLD

220

Han Dynasty collapses in China.

King Ezana rules African kingdom of Aksum. (pillar from Aksum)





Section 1

Reading for Understanding

Key Ideas

BEFORE, YOU LEARNED

The apostle Paul and other Christian missionaries traveled throughout the Roman Empire, spreading their faith.

NOW YOU WILL LEARN

At first, Rome felt threatened by Christianity and persecuted its followers. In time, however, the empire embraced the religion.

Vocabulary

TERMS & NAMES

Constantine (KAHN•stuhn•TEEN) Roman emperor who made Christianity one of the empire's legal religions

bishops local church leaders within the Roman Catholic Church

pope bishop of Rome and the most important bishop in the Roman Catholic Church

Roman Catholic Church Christian church based in Rome

creed statement of beliefs

Trinity union of three divine beings—Father, Son (Jesus), and Holy Spirit—in one God

REVIEW

Gentiles non-Jewish people



Visual Vocabulary Constantine

Reading Strategy

Re-create the web diagram shown at right. As you read and respond to the **KEY QUESTIONS**, use the diagram to jot down details that support the idea that Rome's attitude toward Christianity changed. Add more ovals as needed.



See Skillbuilder Handbook, page R3.



Rome and Christianity

Connect to What You Know You have already learned that Roman religious beliefs were influenced by the religions of earlier cultures. As Christianity spread throughout the ancient world before A.D. 100, however, Rome tried to control the new religion.

Rome's Policy Toward Christianity

KEY QUESTION How did Rome react to Christianity?

In general, Rome tolerated the religious practices of the people it conquered. For example, it did not require Jews to worship the emperor and other Roman gods. However, Rome would not let its subjects' religions inspire rebellion. For that reason, when a Jewish revolt began in Jerusalem, the Romans destroyed the Jews' temple in A.D. 70.

A Christian Threat The Christians' refusal to worship Roman gods was seen as a form of rebellion. In addition, the appeal of Christianity to slaves and women caused alarm. Finally, talk about a leader who would establish a new kingdom seemed to imply an end to the Roman Empire. As more **Gentiles**, or non-Jewish people, joined the Christian movement by converting to Christianity, the Romans felt threatened.

Starting with a Story

Fire! Rome is burning! Some say Emperor Nero set the fire, and now he is accusing the Christians!

click here
to listen to the story
ClassZone.com



St. Peter's Basilica

St. Peter's in Rome is one of the world's holiest Christian sites. ▼

Click here
to visit Italy's historic
and holy sites
@ ClassZone.com



The Roman Persecutions Roman fears about Christianity soon led to active hostility. Some Roman rulers blamed Christians for political and economic troubles. For instance, Emperor Nero accused the Christians of setting a fire that leveled much of Rome in A.D. 64. During the second century, persecution of the Christians intensified. Many were imprisoned or killed because of their religion. Yet more people converted to Christianity.

Other Christians and even some non-Christians regarded the persecuted as martyrs. Martyrs are people who are willing to sacrifice their lives for the sake of a belief or cause. During the Roman persecutions, Christian martyrs were often buried in underground cemeteries called catacombs. Christians gathered in the catacombs to celebrate

the martyrs' funerals as well as other rituals and ceremonies.

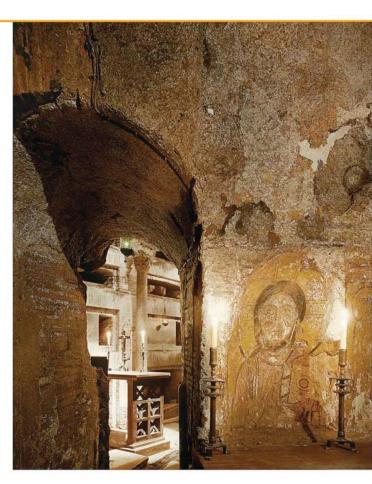
A World Religion Despite the persecution of its followers, Christianity became a powerful force. By the late 200s, millions of Christians lived in the Roman Empire and beyond. Christianity was popular for several reasons:

- The religion embraced all people: men and women, enslaved persons, the poor, and nobles.
- It gave hope to the powerless.
- The spirituality of the faith appealed to those who were disgusted by the luxurious lifestyle of wealthy Romans.
- Christianity offered a personal relationship with a loving God.
- Christianity's teachings promised eternal life after death.

As the religion grew, Christian communities offered support to their members. Christians established hospitals, schools, and other social services. As a result, their faith attracted even more followers. In time, their numbers would include one very powerful believer.



SUMMARIZE Discuss how Rome reacted to Christianity.



▲ Catacomb This picture of a catacomb in Rome shows burial niches and a painting of Jesus. Why do you think the Christians decorated the catacomb with a painting of Jesus?

The Conversion of Constantine

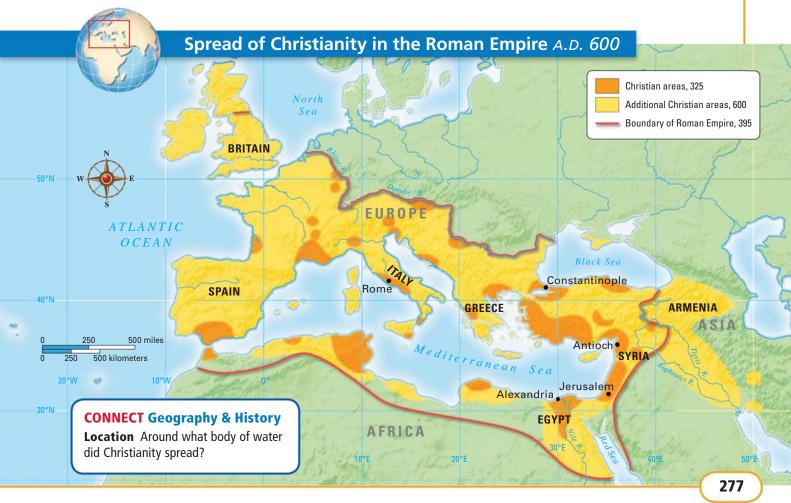


KEY QUESTION Why did Constantine convert to Christianity?

In 306, Constantine (KAHN•stuhn•TEEN) became the emperor of Rome. At first, Constantine allowed the persecution of Christians. In 312, however, he changed his policy toward Christianity when he was battling three rivals for the leadership of Rome.

The Cross as Sign In the midst of the fighting, Constantine prayed for help. Later he reported seeing a Christian cross in the sky along with these words: "In this sign you will conquer." He ordered his soldiers to put the symbol of the cross on their shields and battle flags. Constantine and his troops won the battle. The victorious emperor credited his success to the Christian God.

The Legalization of Christianity Constantine immediately ended the persecution of Christians. Then, in a decree known as the Edict of Milan, he made Christianity one of the empire's legal religions. Constantine also built churches, used Christian symbols on coins, and made Sunday a holy day of rest and worship. But Rome's first Christian emperor delayed his own formal conversion to Christianity until the end of his life.



History Makers

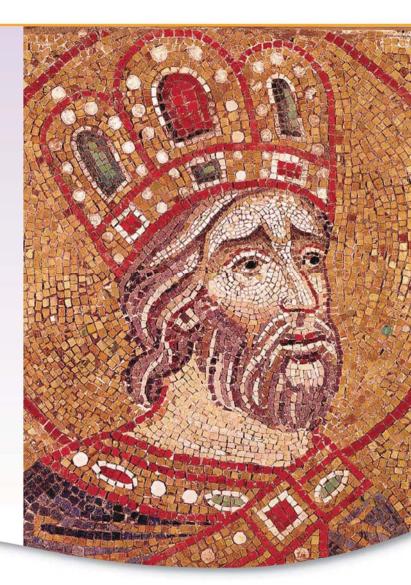
Constantine (c. 280-337)

Constantine was a fierce and successful warrior. He was also a serious student of his new religion, Christianity. He wrote a special prayer for his troops, and he even traveled with a movable chapel in a tent. Constantine decreed the building of many Christian churches in the Roman Empire.

Constantine established Constantinople (now Istanbul, Turkey) as a new capital. It was a center of Christianity for the next thousand years. He was buried in Constantinople's Church of the Apostles in 337. Memorials to the 12 apostles surrounded Constantine's tomb. Constantine, the first Christian emperor, considered himself to be Jesus' 13th apostle.

CRITICAL THINKING

Draw Conclusions Why do you think Constantine considered himself to be Jesus' 13th apostle?



Christianity Changes Rome In 380, Emperor Theodosius made Christianity the official religion of Rome. Eleven years later, Theodosius closed all non-Christian temples. "All the peoples we rule," he said, "shall practice that religion that Peter the Apostle transmitted to the Romans."



ANALYZE CAUSES Explain what led to Constantine's conversion.

Beginnings of the Roman Catholic Church



V KEY QUESTION What were some of the beliefs of the early church?

Christianity in Roman cities took on a common structure. Priests and deacons obeyed bishops, or local church leaders. According to Roman Catholic tradition, Rome's first bishop was the apostle Peter. Much later, the bishop of Rome would become the most important bishop, or **pope**. This marked the beginning of the **Roman Catholic Church**, a Christian church based in Rome. Catholic means "universal."

Some early Christian writers, called church fathers, developed a **creed**, or statement of beliefs. This creed featured a belief in the **Trinity**, or union of three divine beings—Father, Son (Jesus), and Holy Spirit—in one God. Augustine, a church father from North Africa, taught that humans needed the grace of God to be saved. He further taught that people could not receive God's grace unless they belonged to the church.

The church also developed religious rites based on events in the life of Jesus. Baptism, a rite of purification by water, signaled Jesus' entry into Christianity. The rite came to symbolize the admission of all believers into the religion.

To live the ideal Christian life and to celebrate these sacraments together, Christian men and women formed communities called monasteries. Over time, men entered the higher orders of the church, becoming bishops, priests, and deacons. Christianity changed from a small sect into a powerful, wealthy religion.

As Christianity grew, however, the Roman Empire began to weaken. In Section 2, you will learn the causes and results of the empire's decline.



EVALUATE Identify some of the beliefs of the early Christian church.



Section Assessment



▲ **Dove** The Holy Spirit

is often symbolized by a

dove, like the one in this stained glass window

from St. Peter's Basilica.

Terms & Names

1. Explain the importance of

Constantine pope creed bishops Roman Catholic Church Trinity

Use Your Reading Notes

2. Find Main Ideas Use your completed diagram to answer the following question:

What decision made by Theodosius had a big impact on Roman religion?



Key Ideas

- 3. How did the Romans view Christianity at first?
- 4. What effect did the Edict of Milan have?
- **5.** What three beings are said to make up the Trinity?

Critical Thinking

- **6. Analyze Causes and Effects** What effect did Emperor Constantine have on the spread of Christianity?
- **7. Make Inferences** Why do you think the bishop of Rome became the most important of all the bishops?

Activity

Make a Time Line Chart the important events in the early history of the church on a time line. Be sure to include the sources for your dates.

Section **9**

Reading for Understanding

Key Ideas

BEFORE, YOU LEARNED

The Christian movement in Rome gained in strength until it became one of the empire's official religions.

NOW YOU WILL LEARN

While Christianity grew, the Roman Empire weakened and divided into an eastern and a western empire.

Vocabulary

TERMS & NAMES

mercenary (MUR•suh•NEHR•ee) soldier for hire Diocletian (DY•uh•KLEE•shuhn) Roman emperor who restored order to the empire and divided it into eastern and western parts barbarian according to the ancient Romans, someone who was primitive and uncivilized plunder to loot, or to take things by force Clovis (KLOH•vihs) founder of a Frankish kingdom in the former Roman province of Gaul

BACKGROUND VOCABULARY

nomadic term describing people who make a living by herding animals and moving from place to place as the seasons change



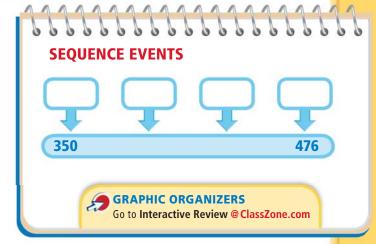
Visual Vocabulary statue of Diocletian

Reading Strategy

Re-create the time line shown at right. As you read and respond to the **KEY QUESTIONS**, use the time line to list events that brought about the decline and fall of the Roman Empire.



See Skillbuilder Handbook, page R5.



Decline and Fall of the Empire

Connect to What You Know Consider what problems any large empire might face, from economic difficulties to invasion by outsiders. In this section, you will learn that the Roman Empire developed problems for which there seemed to be no obvious solutions.

Weakness in the Empire

KEY QUESTION What problems weakened Rome?

Late in the A.D. 100s, the empire still seemed as strong as ever to most people. Yet a series of internal problems had begun that would threaten Rome's existence.

Economic Problems Some of Rome's problems were brought about by a weakened economy. During the A.D. 100s, the empire stopped expanding. The end of new conquests meant an end to new sources of wealth. As a result, the government raised taxes, creating hardships for citizens. A decline in agriculture also weakened the empire. Constant warfare and overuse had destroyed farmland. In addition, technology had not improved because farmers had relied on slaves rather than new tools to do the work. The resulting food shortages caused unrest.

▲ Germanic Invaders

Rome could not stop the waves of invaders from the outlying Germanic tribes. This sculpture belonged to a Germanic group called the Lombards.

Hadrian's Wall

Hadrian's Wall in Britain marked the northern border of the Roman Empire. What do you think was the purpose of the wall? V



Military Problems Meanwhile, Rome's once powerful military began showing signs of trouble. The empire was constantly at war with **nomadic** peoples in the north and northeast, as well as with the people who lived along its eastern borders. Rome needed larger armies to respond to so many threats, so it hired foreign mercenaries. A **mercenary** (MUR•suh•NEHR•ee) is a soldier for hire. Mercenaries often had no loyalty to the empire. Over time, Roman soldiers in general became less disciplined and loyal. They pledged their allegiance not to Rome but to individual military leaders.

Political and Social Problems The sheer size of the Roman Empire made it hard to govern. Government officials had trouble getting news about affairs in distant regions of the empire. This made it more difficult to know where problems were developing. Also, many government officials were corrupt, seeking only to enrich themselves. These political problems destroyed people's sense of citizenship. Many Romans no longer felt a sense of duty to the empire.

Other aspects of Roman society also suffered. The cost of education increased, so poor Romans found it harder to become educated. People grew less informed about civic matters.

SUMMARIZE Discuss the problems that weakened Rome.

Image not available for electronic use. Please refer to the image in the textbook.

COMPARING The Decline of Empires

	Causes for Failure	Roman Empire 27 B.CA.D. 476	Han Empire 202 B.CA.D. 220	
	Political	A series of inexperienced and often corrupt emperors	A series of inexperienced emperors	
		Division of the empire	No division of the empire	
		Ongoing conflict with Germanic tribes	Ongoing conflict with nomads	
_	Economic	Crushing tax burden	Crushing tax burden	
		Gap between the rich and the poor	Gap between the rich and the poor	
- Image not available	Social	Decline of patriotism and loyalty	Peasant revolts	
for electronic use.		Food shortages	Floods that caused starvation	
Please refer to the			and displacement of people	

Roman soldier

CRITICAL THINKING

Draw Conclusions What conclusions can you draw about what led to the decline of both empires?

image in the textbook.

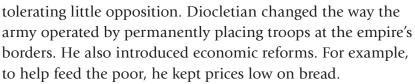
Rome Divides into East and West



KEY QUESTION Why did Rome split into two empires?

A rapidly changing series of emperors also weakened the government. During the 49 years from 235 to 284, Rome had 37 emperors. Of these, 34 died in civil wars or by assassination. With emperors changing so often, the Roman people had little sense of orderly rule.

Splitting the Empire In 284, the emperor Diocletian (DY•uh•KLEE•shuhn) took power. He restored order to the empire by ruling with an iron fist and



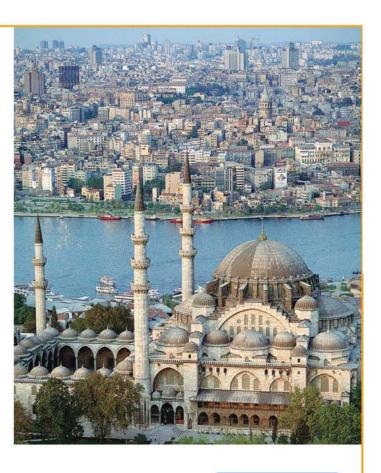
In addition, Diocletian realized that he could not effectively govern the huge empire. In 285, he divided the empire into east and west parts, taking the eastern portion for himself. He chose this area for its greater wealth and trade and its magnificent cities. Diocletian appointed Maximilian to rule the Western Empire. The two men ruled for 20 years.

A New Capital In 306, a civil war broke out over control of the empire. Four military commanders fought for control of the two halves. One of these commanders was Constantine. He gained control during the civil war and became emperor.

In Section 1, you learned that Constantine made it lawful to be a Christian. Constantine's second significant action came in 330 when he moved the empire's capital from Rome to the ancient Greek city of Byzantium (bih•ZAN•shee•uhm). Constantine renamed the city Constantinople. At a crossroads between east and west, the city was well placed for defense and trade. The new capital signaled a shift in power from the western part of the empire to the east.



FIND MAIN IDEAS Explain why Rome split into two empires.



CONNECT to Today

▲ Istanbul Today
Constantinople is called
Istanbul. The Blue Mosque is
visible in the foreground of
this aerial view of the city.



The Western Empire Falls



KEY QUESTION What brought about the fall of the Western Empire?

In addition to internal difficulties, the Romans faced another major problem. Foreign groups were swarming all around Rome's borders. Soon they would invade, and the empire's slow decline would turn into a rapid downfall.

Invasion and Conquest A number of Germanic peoples and other groups lived beyond Rome's borders. Romans looked down on these groups but also feared them. To the Romans, the Germanic peoples were barbarians. For the ancient Romans, the term **barbarian** meant someone who was primitive and uncivilized. The Romans applied the term to anyone living outside the empire.

During the late 300s, these Germanic groups began pushing into Roman lands. Their reasons for invading varied. Some came looking for better land or a way to join in Rome's wealth. Many others were fleeing a fierce group of invaders from Asia known as the Huns.

Rome's Fall In 410, Germanic peoples attacked and plundered the city of Rome. **Plunder** means to loot, or to take things by force. It was the first time since the Gauls seized Rome in 390 B.C. that nomadic invaders had entered Rome. Eventually, the Huns would also invade the empire. In 476, the Germanic tribes conquered Rome. This date marks the fall of the Western Roman Empire.

The Aftermath of Rome's Fall In the years that followed, the final holdouts of Roman power in the west fell. In 486, Clovis (KLOH•vihs), the leader of a Germanic group known as the Franks, conquered the remaining Roman land in the province of Gaul (present-day France and Switzerland) and founded a Frankish kingdom.

After Rome's fall, life in Western Europe changed in many ways.

Roads and other public structures fell into disrepair, and trade and commerce declined. Germanic kingdoms claimed former Roman lands, and the Roman Catholic Church became a unifying and powerful force.

Though the western part of the empire had crumbled, the eastern part survived. As you will read in the next section, this civilization became known as the Byzantine Empire.



ANALYZE CAUSES Tell what brought about the fall of the Western Empire.

Section Assessment



▲ Germanic Skull

This skull still has its hair.

The knot in the hair was a characteristic style of

Terms & Names

1. Explain the importance of

mercenary barbarian Clovis Diocletian plunder

Use Your Reading Notes

2. Sequence Events Use your completed time line to answer the following question:

What was the most significant event of the empire's downfall?



Key Ideas

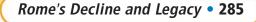
- **3.** What internal problems were faced by the Roman Empire?
- **4.** How did Diocletian try to solve the empire's problems?
- **5.** Why is 476 considered an important date in Roman history?

Critical Thinking

- **6. Evaluate** How did moving the capital from Rome to Constantinople in the east weaken the western part of the empire?
- **7. Make Inferences** Why didn't the Romans make the Germanic peoples their allies?



Write Newspaper Headlines Write a series of headlines that describe the fall of Rome. Base each headline on a major event in this section. Arrange the headlines in chronological order on a poster. When possible, provide a date for each event.



Section 3

Reading for Understanding

Key Ideas

BEFORE, YOU LEARNED

The Roman Empire divided into eastern and western parts. The Western Roman Empire fell, but the Eastern Roman Empire, or Byzantine Empire, survived.

NOW YOU WILL LEARN

The Byzantine Empire preserved much Roman culture. However, another branch of Christianity developed in the Eastern Roman Empire.

Vocabulary

TERMS & NAMES

Byzantine Empire eastern half of the Roman Empire that survived for a thousand years after the fall of Rome

absolute ruler leader who has total power **Justinian** emperor who expanded the Byzantine Empire

Justinian Code uniform code of law based on Roman law

Eastern Orthodox Church branch of Christianity that developed in the Eastern Roman Empire

BACKGROUND VOCABULARY

delegates people chosen to speak and act for others

REVIEW

Roman Catholic Church Christian church based in Rome

Reading Strategy

Re-create the chart shown at right. As you read and respond to the **KEY QUESTIONS**, use the chart to summarize each of the topics listed. Remember that summarizing means restating the main idea and important details of a topic.



See Skillbuilder Handbook, page R4.

SUMMARIZE Byzantine Empire Justinian Split in Christian Church Role of Church in Government



The Byzantine Empire

Connect to What You Know In Section 2, you learned that Constantine moved the capital of the empire to Byzantium and renamed the city Constantinople. It became the capital of the Eastern Roman Empire. Because of the city's original name, historians call the Eastern Roman Empire the **Byzantine Empire**.

A Continuing Empire

V KEY QUESTION What were some of Justinian's main accomplishments?

The Byzantine Empire continued for about 1,000 years after the Western Roman Empire fell. The emperor of the Byzantine Empire was an **absolute ruler**. That means he had total power. Like the emperors of the Western Empire, Byzantine emperors struggled to keep Germanic peoples and other invaders out of their lands. Despite their efforts, much Byzantine land was lost.

Justinian A powerful ruler named **Justinian** was able to regain control over some of the land Rome had lost and expand the Byzantine Empire. Justinian ruled from 527 to 565. His wife, the Empress Theodora, was a powerful ruler as well. Justinian's armies reconquered lost territories, including Italy, northern Africa, and the southern coast of Spain. (See map on page 289.)



▲ Mosaic of **Justinian** Justinian is considered one of the Byzantine Empire's most important emperors.

Hagia Sophia

Built by Justinian, Hagia Sophia was the greatest of all churches in Constantinople. Today it is a museum. ▼



Rebuilding Constantinople Justinian also began to rebuild Constantinople, which had been damaged during a revolt. He rebuilt the city walls and constructed schools, hospitals, law courts, and churches. The most famous church was Hagia Sophia (HAY•ee•uh soh•FEE•uh). Its name means "Holy Wisdom." Constantinople once again became a glorious city.

Preserving Roman Culture Justinian is best remembered for the legal code developed during his rule. He appointed a committee to create a legal code based on Roman law. These experts dropped outdated laws and rewrote others to make them clearer. The new uniform code of law was called the **Justinian Code**. It included laws on marriage, slavery, property, women's rights, and criminal justice.

Although they spoke Greek, Byzantines thought of themselves as part of the Roman cultural tradition. Byzantine students studied Latin, Greek, and Roman literature and history. In this way, the East preserved Greek and Roman cultures. In the former Western Empire, the Germanic peoples blended Roman culture with their own. However, they lost much of the scientific and philosophical knowledge of the Greeks and Romans.



SUMMARIZE Detail some of Justinian's main accomplishments.

History Makers

Empress Theodora (c. 500-548)

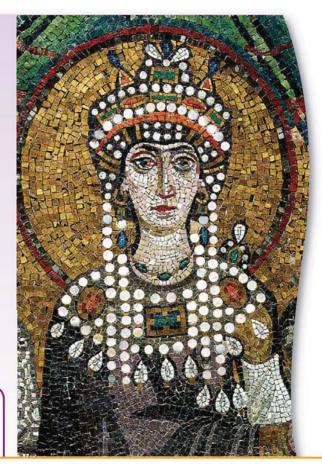
Theodora was an empress of Byzantium—which was unusual, considering her background. Theodora was an actress, and Byzantine society looked down on actresses. Yet Justinian, the heir to the throne, married Theodora in 525. His choice was a good one.

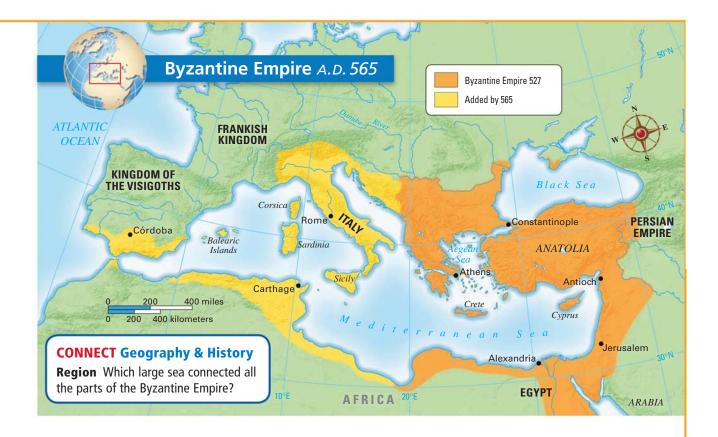
Justinian and Theodora became emperor and empress in 527. In 532, rioters threatened to overturn the government. Theodora urged Justinian not to flee. She herself refused to leave. Her courage inspired Justinian, and his generals put down the rebellion.

Later, Theodora passed laws that helped women. Divorced women gained more rights. She founded a home to care for poor girls. She also offered protection to religious minorities.

CRITICAL THINKING

Make Inferences What qualities made Theodora a good leader?





Differences Divide Christianity



KEY QUESTION Why did the Christian church divide?

The division of the empire also affected Christianity. Different religious practices developed in the Christian churches in the East and West. Cultural practices and limited contact between the two regions caused these differences.

The Church Splits One difference had to do with the authority of the emperor over church matters. In the East, the emperor had authority over the head of the church. In the West, there was no emperor. As a result, the pope began assuming more responsibilities as the leader of the former Western Empire.

Problems between the two churches began to grow. The pope claimed authority over the churches in both the East and the West. However, Byzantine emperors considered themselves the final authority on religious matters. **Delegates** of the pope attempted to remove the Eastern head of the church. The Eastern church responded by refusing to recognize the authority of the pope.

Finally, in 1054, the Christian church split in two. The church in the West is known as the **Roman Catholic Church**. The branch of Christianity that developed in the Eastern Roman Empire is known as the **Eastern Orthodox Church**. *Orthodox* means "holding established beliefs." Over time, the split led to the development of two separate European civilizations, one based in the East and one in the West.

COMPARING Two Branches of Christianity



Roman Catholic

- The leader, called the pope, has authority over the bishops.
- Pope has authority over all kings and emperors.
- Priests may not be married.
- Latin is used in services.

Similarities

- Faith is based on Jesus and the Bible.
- Leaders are priests and bishops.
- Both churches want to convert people to Christianity.

Eastern Orthodox

- The leader, called the patriarch, and the bishops run the church as a group.
- Emperor has authority over officials of the church.
- Priests may be married.
- Local languages such as Greek and Russian are used in services.

CRITICAL THINKING

Compare and Contrast The Venn diagram lists attributes of the two branches in the A.D. 1000s. Who had more power at that time, the pope or the patriarch?

Religion and Government After the split, the pope claimed authority over Christian emperors and kings. This authority allowed the Roman Catholic Church to influence government in the lands that were once part of the Western Roman Empire. Disagreements between the church and some kings and emperors of Western Europe would later cause major conflicts.

As you have learned, the emperor of the Byzantine Empire was the absolute ruler. He had power over the church as well as the government. This meant that the emperor ruled over the patriarch, the leader of the Eastern Orthodox Church. Overall, Byzantine emperors had greater power than the emperors or kings in the West.



ANALYZE CAUSES Explain what caused the Christian church to divide.

The Byzantine Empire Collapses



KEY QUESTION What brought about the collapse of the Byzantine empire?

After Justinian's death in 565, the Byzantine Empire suffered many setbacks. There were street riots, religious quarrels, battles over the crown, and disease. In addition, the empire faced constant threats from foreign enemies.

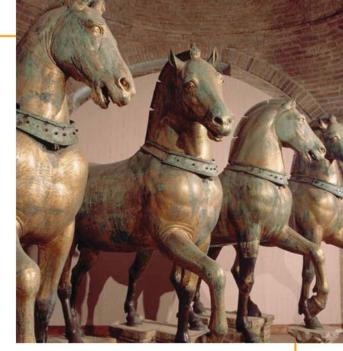
Attacks came from all sides. Slavic peoples made frequent raids on the northern borders. The powerful Persians attacked in the east. In the 600s, a religion called Islam emerged in Arabia. Arab armies arose and attacked nearby territories and Constantinople. Later, civil wars, as well as attacks by Turks and Serbs, further weakened the empire.

Slowly, the Byzantine Empire shrank under the impact of these attacks. By 1350, all that remained was a tiny section of the Anatolian peninsula and a strip of land along the Black and Aegean seas. Yet, thanks

to its walls, its fleet, and its strategic location, Constantinople held out for another 100 years. Finally, in 1453, an army of Turks captured the capital. The city's conquest marked the end of the Byzantine Empire—about a thousand years after the fall of the Western Roman Empire.



FIND MAIN IDEAS Discuss what brought about the collapse of the Byzantine Empire.



▲ Horses of St. Mark's Basilica

During an attack in the 1200s, the Venetians seized these bronze horses from Constantinople and brought them back to Venice.

3

Section Assessment



Terms & Names

1. Explain the importance of

Byzantine Empire Justinian Code absolute ruler Eastern Orthodox Church

Use Your Reading Notes

2. Summarize Use your completed chart to answer the following question:

In what ways did Justinian restore the Eastern Roman Empire?

Byzantine Empire	
Justinian	
Split in Christian Church	
Role of Church in Government	

Key Ideas

- 3. How did Justinian preserve Roman law?
- **4.** On what issue did the church in the East and in the West not agree?
- **5.** Why did the pope have a greater role in government in the West than did the head of the church in the East?

Critical Thinking

- **6. Compare and Contrast** In what ways was the Eastern Roman Empire different from the Western Roman Empire?
- **7. Make Inferences** Why did Christian practices develop differently in the Eastern and Western empires?



Internet Activity Use the Internet to research Hagia Sophia. Plan a virtual field trip of the structure. Include information on its location, construction, and items that are inside the building. **Internet Keyword:** *Hagia Sophia*

Section 4

Reading for Understanding

Key Ideas

BEFORE, YOU LEARNED

After the fall of the Western Roman Empire, the Byzantine Empire tried to preserve Roman culture.

NOW YOU WILL LEARN

Many societies have been influenced by Roman culture, technology, engineering, architecture, religion, and law.

Vocabulary

TERMS & NAMES

mosaic picture made by placing small, colored pieces of stone, tile, or glass on a surface bas-relief (BAH rih LEEF) sculpture in which slightly raised figures stand out against a flat background

epic long poem about a hero's adventures oratory art of public speaking

Stoicism (STOH•ih•SIHZ•uhm) originally, a Greek philosophy that stressed the importance of virtue, duty, and endurance in life

vaults arches that form a ceiling or a roof

REVIEW

aqueducts system of channels, pipes, and bridges that carried water into Roman towns



Visual Vocabulary bas-relief

Reading Strategy

Re-create the web diagram shown at right. As you read and respond to the **KEY QUESTIONS**, use the diagram to record main ideas and details about Roman legacies. Add more boxes as needed.



See Skillbuilder Handbook, page R3.



The Legacy of Rome

Connect to What You Know You have already learned that Greece was the dominant civilization in the Mediterranean before the Romans. The Romans conquered the Greeks but were deeply influenced by their culture.

Roman Culture

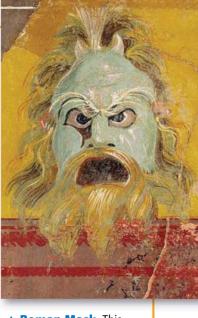
V

KEY QUESTION What aspects of Roman culture have influenced other societies?

Roman culture was based on values of strength, loyalty, and practicality. The Romans picked up Greek ideas about writing and the artistic ideal of perfect beauty. In addition, Roman artists and writers created their own styles. The result was a culture that blended Roman practicality with elements of Greek idealism.

Art The Romans popularized an earlier type of art called mosaic. A **mosaic** is a picture made by placing small, colored pieces of stone, tile, or glass on a surface. Examples of mosaics can be found in churches and other buildings around the world.

Romans learned about sculpture from the Greeks but did not follow the Greek tradition of showing only perfect human forms. Instead, the Romans created sculptures that were realistic portraits in **bas-relief** (BAH rih•LEEF). In a bas-relief, slightly raised figures stand out against a flat background.



▲ Roman Mask This Roman wall painting of a theatrical mask reflects masks used in ancient Greek theater.

Mosaic This Roman mosaic was discovered in Syria. ▼



Literature The Greeks also influenced Roman literature. Roman writers adopted the form of the **epic**, a long poem about a hero's adventures. The *Aeneid* by Virgil is a well-known Roman epic. Virgil modeled his poem on two Greek epics, the *Odyssey* and the *Iliad*. The *Aeneid* tells the adventures of the hero Aeneas, who survived the Trojan War and sailed to Italy.

As you learned, the written works and speeches of Cicero provide a picture of Roman life and add to our knowledge of Roman history. Cicero was a master of **oratory**, the art of public speaking. Oratory was an important means of persuasion for Roman politicians.

Romans also wrote about philosophy. Emperor Marcus Aurelius wrote the *Meditations*, a work expressing the ideas of Stoicism. Developed by Greek philosophers, **Stoicism** (STOH•ih•SIHZ•uhm) stressed the importance of virtue, duty, and endurance in life.

Language Latin, the language of Rome, is another lasting aspect of Roman culture. Over time, Latin evolved into a group of languages called the Romance languages. (The word *romance* comes from the word *Roman*.) Today, Romance languages are spoken in many countries whose lands were once ruled by Rome. (See map, page 301.)



DRAW CONCLUSIONS Identify the aspects of Roman culture that have influenced other societies.

CONNECT to Art

Mosaics Mosaics decorated many luxurious villas, temples, and public buildings in ancient Rome. The mosaics reveal a great deal about everyday life in Rome, as well as about public and official ceremonies.

Materials

- colored paper and pencil
- posterboard
- scissors
- glue or paste



Study the mosaic on the preceding page and look at Roman mosaics in books on ancient Rome.

- 1 Draw a sketch of your design on a piece of paper. You might draw a simple geometric design, an animal, or a flower.
- 2 Copy the design onto a poster.
- Glue your tiles onto the design on your poster. Use your pencil sketch as a guide. Let your mosaic dry.



COMPARING Latin Origins of Romance Words

Language	father	good	life	mother
Latin	pater	bonus	vita	mater
Spanish	padre	bueno	vida	madre
French	père	bon	vie	mère
Portuguese	pai	bom	vida	mãe
Italian	padre	buono	vita	madre
Romanian	tatã	bun	viatâ	mamâ

CRITICAL THINKING

Make Generalizations What generalizations can you make about the beginnings of most of the words?

► Latin Manuscript

This illuminated manuscript was written in Latin in England in the 1100s.



Architecture and Engineering



KEY QUESTION What advancements did the Romans make in architecture and engineering?

Greek architecture influenced Roman builders. You've already learned about the Greek building style, with its use of columns, pediments, and graceful proportions. The Romans used these elements but added their own ideas too. Visitors from all over the empire marveled at the architecture of Rome. The arch, the dome, and concrete were combined to build spectacular structures, such as the Colosseum.

New Styles of Architecture Roman builders were excellent engineers. They found new ways to improve the structure of buildings. These ideas included arches, **vaults**, and domes. A vault is an arch that forms a ceiling or a roof.

Roman developments in building construction made it possible to build larger, taller buildings. Many modern buildings borrow Roman elements of design and structure. The dome of the U.S. Capitol building is a well-known example.

New Building Materials The Romans developed a form of concrete that was both light and strong. They poured the mixture into hollow walls or over curved forms to create strong vaults. Concrete is a common building material today.

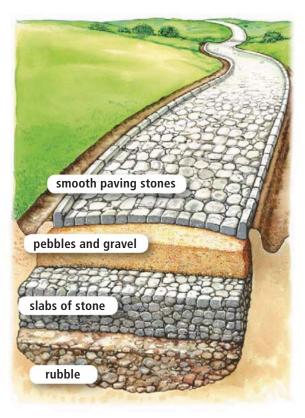
Aqueducts You have already learned that the Romans built **aqueducts** to bring water to cities. Eleven major aqueducts brought water to the city of Rome. The longest stretched for 57 miles. Aqueducts can still be found in France and Spain, lands that were once part of the Roman Empire.

Roads The Romans are especially famous for the quality of their roads. In 312 B.C., Romans built the first of many roads. It was called the Appian Way, and it ran southeast from Rome. In time, a system of roads extended across much of the empire. Rome was the center of this network.

Many Roman roads were built so that soldiers could move quickly to places in the empire where they were needed. The road system also increased trade because merchants and traders could move their goods more easily. Although the road system helped hold the Roman Empire together, it also made it easier for the empire's enemies to invade.



CATEGORIZE Describe the advancements the Romans made in architecture and engineering.



▲ Roman Road Construction Roman roads were constructed in layers. The average width of a road was 15 to 18 feet.

Religion and Law



V KEY QUESTION What religious and legal legacies did Rome leave?

Great civilizations leave their mark through ideas as well as through things we can touch and see. The Roman Empire made lasting contributions in the areas of religion and law.

Spreading Christianity The Roman Empire played a major role in the spread of Christianity. Christian missionaries converted many people within the empire. And although Roman leaders resisted Christianity early on, they later embraced its teachings and made it an official religion. As the most powerful empire in the world at the time, Rome helped Christianity develop into a major religion.

When the Western Roman Empire fell, Christianity continued to prosper in the former lands of the empire. Germanic kings and queens became Christians. In addition, the Byzantine Empire promoted Christianity in the East. All of this enabled Christianity to become the force it is today. Currently, about one-third of the people in the world are Christians.

Roman Law and Government Perhaps Rome's most lasting and widespread legacy is its system of laws. Roman judges and political leaders established laws that reflected the Stoic ideals of duty and virtue. They stressed fairness and common sense.

Roman laws promoted such principles as equal treatment under the law and the presumption of innocence for those accused of crimes. The principles of Roman law endured to form the basis of legal systems in many European countries and in the United States.

Finally, Rome established aspects of a representative government that many nations use today. Rome began as a republic in which average citizens held great power. During this time, the Romans established various assemblies, including a senate, to make laws and represent the views of the people. Today, assemblies exist in countries around the globe. In the United States, for example, the House of Representatives and the Senate are the nation's two main representative bodies. The nation's citizens elect the members of the House and Senate. The members of each body work to create and pass laws that address the needs of the people they represent.



▲ Statue of Justice
In this sculpture of justice
atop a U.S. court house,
the scales weigh right
and wrong. The sword
punishes the guilty. The
blindfold means that
justice is impartial.

SUMMARIZE Discuss Rome's legacy in the areas of religion and law.

4

Section Assessment



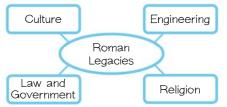
Terms & Names

1. Explain the importance of

mosaic epic Stoicism bas-relief oratory vaults

Use Your Reading Notes

2. Find Main Ideas Use your completed web diagram to answer the following question: What are some examples of Roman legacies?



Key Ideas

- **3.** How did the Romans influence language in modern-day Europe?
- **4.** In what ways is Roman architecture evident in the United States today?
- **5.** What role did the Byzantine Empire play in the spread of Christianity?

Critical Thinking

- **6. Formulate Historical Questions** Create a set of three questions about the Roman Empire that could be answered by historical study and research.
- **7. CONNECT to Today** Which of Rome's legacies has had the greatest influence on life in the United States? Explain.

Activity

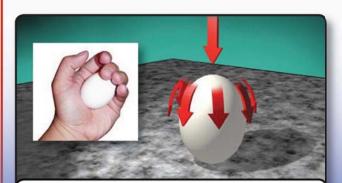
Design a Bas-Relief Research examples of Roman bas-reliefs in books or on the Internet. Then create a sketch of your own bas-relief showing an aspect of life in ancient Rome.

Roman Influences Today

The United States borrowed some Roman ideas about the structure of government. But the Romans also influenced culture in the United States in other ways. Their ideas about architecture and road building can be seen in our buildings and our highway systems. Their ideas about government and citizenship also left an important legacy.

Domes

- ▶ Past Roman architects experimented with using a series of arches in a circle to create a dome. The dome of the Pantheon (*right*) is 142 feet high. The Pantheon was constructed to honor the gods. Later it became a Christian church and, finally, a national shrine in Italy.
- ▼ **Present** Architects for the U.S. Capitol building (below right) used the idea of the Roman dome. The dome of the Capitol is 287 feet high. It is topped by an almost 20-foot-tall statue called the Statue of Freedom.



Dome Strength A dome is strong because pressure at the top of the structure is distributed evenly and travels down the curved sides. This gives the structure strength. A dome and an egg are similar. Although we often think of an egg as fragile, an egg can be very strong because it is shaped like a dome. If you try to crush an egg by pressing down on the top, it will not break.



Roads

- ▼ Past Roman roads were constructed so that military forces could easily move throughout the empire. Under Diocletian, the Roman Empire had 372 main roads covering about 53,000 miles.
- ▶ **Present** The United States is a nation on the move. It has almost 4 million miles of roads. The interstate system covers 46,467 miles.

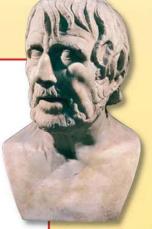




Citizenship

- ▶ Past Many Romans had a strong sense of citizenship, or a commitment to helping each other and society. This sense of duty was instilled by Roman Stoic philosophers such as Seneca (right). Seneca and other Stoics encouraged people to take an active role in public affairs.
- ▼ **Present** The Stoic ideal of public duty still helps to promote citizenship. Examples of good citizenship in the United States include voting and activities that benefit all of society, such as recycling.





Activities

- TALK ABOUT IT Are there any domed buildings where you live? If so, what activities take place there?
- WRITE ABOUT IT Research information about Roman roads, including how the roads were built and their locations in the empire. Write a research report on your findings.

Chapter 1 Assessment

Interactive (**) Review



Material States for quizzes, flipcards, crosswords, review notes, and activities @ ClassZone.com

Later Roman Empire

Christianity

- Rome persecuted Christians.
- Emperor Constantine converted to Christianity.
- The Christian church developed into a complex institution.

Decline

- The empire split into a western and eastern part.
- The Christian church divided: Roman Catholic Church in the west, Eastern Orthodox Church in the east.
- Foreign invasions led to the downfall of the Western Roman Empire.
- The Eastern Roman Empire continued for 1,000 years.

Legacy

- Roman language, literature, and arts influenced European culture.
- Roman ideas about engineering and architecture influenced builders.
- The empire helped spread Christianity and democratic ideals.

VOCABULARY

Explain why the words in each set below are linked with each other.

- 1. Justinian and absolute ruler
- 2. barbarian and nomadic
- 3. Eastern Orthodox Church and Roman Catholic Church
- 4. mosaic and bas-relief

KEY IDEAS

Rome and Christianity (pages 274–279)

- 5. Why did the Romans persecute the Christians?
- 6. Why did Constantine convert to Christianity?

Decline and Fall of the Empire (pages 280–285)

- 7. What economic and political problems weakened the Roman Empire?
- 8. Why did Diocletian believe reorganizing the empire would strengthen Rome?

The Byzantine Empire (pages 286–291)

- 9. What was the Justinian Code?
- 10. What caused the Christian church to split in 1054?

The Legacy of Rome (pages 292–299)

- 11. What artistic styles did the Romans borrow from Greek culture?
- **12.** How has Roman law shaped modern law?

CRITICAL THINKING

- 13. Form and Support Opinions Why do you think Christianity appealed to so many people in the Roman Empire?
- **14. Draw Conclusions** Why did the Eastern Roman Empire last longer than the Western Roman Empire?
- **15. Evaluate** To what extent do aspects of Roman law and government continue to quide nations today?

- 1. Writing Activity Imagine you lived in Rome when a Germanic group called the Goths attacked the city in 410. Write a description of the attack.
- 2. Interdisciplinary Activity— Language Arts Use books and the Internet to research Latin-based words in the English language. Make a list of five to ten terms used in everyday life. Create an illustrated chart listing each Latin word and an image of the concept the word represents.



MONLINE ACTIVITY

Click here to write a video script about modernday Constantinople (Istanbul) @ ClassZone.com



Answer the ESSENTIAL OUESTION

Why did the Roman Empire fall, and what is its legacy?

Written Response Write a twoor three-paragraph response to the Essential Question. Be sure to consider the key ideas of each section as well as specific details about the empire's decline and impact on later societies. Use the rubric to guide your thinking.

RESPONSE RUBRIC

A strong response will

- discuss the economic and political factors that weakened the empire
- · identify Rome's cultural and technological legacy

Standards-Based Assessment



- Online Test Practice @ ClassZone.com
- Test-Taking Strategies and Practice at the front of this book

Read Maps Use the map below to answer the questions.



- 1. The Romance languages are concentrated in which part of Europe?
 - A. north
 - **B.** east
 - C. southwest
 - **D.** southeast
- 2. Which statement best describes the pattern of Romance languages?
 - **A.** The pattern of languages is random.
 - **B.** The Romance languages are found in the former Roman Empire.
 - C. The Romance languages are dying out.
 - **D.** The Romance languages spread throughout Europe.

UNIT 5

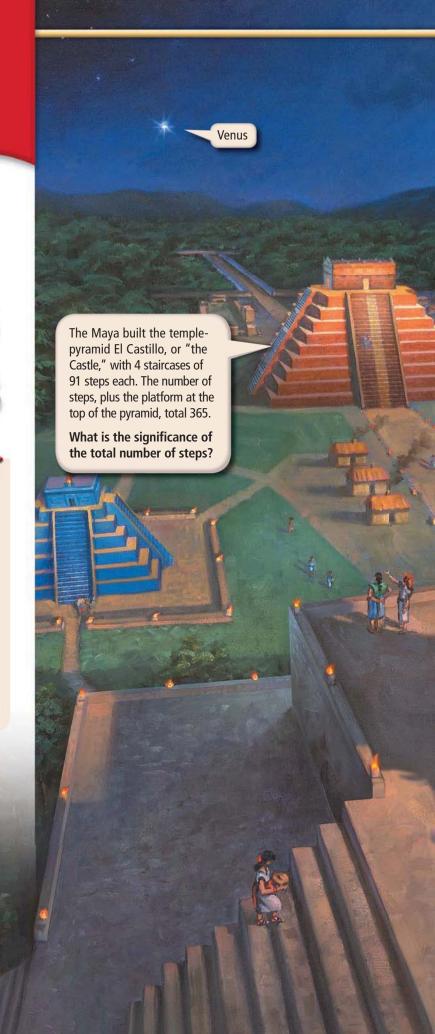
Regional Civilizations and Empires

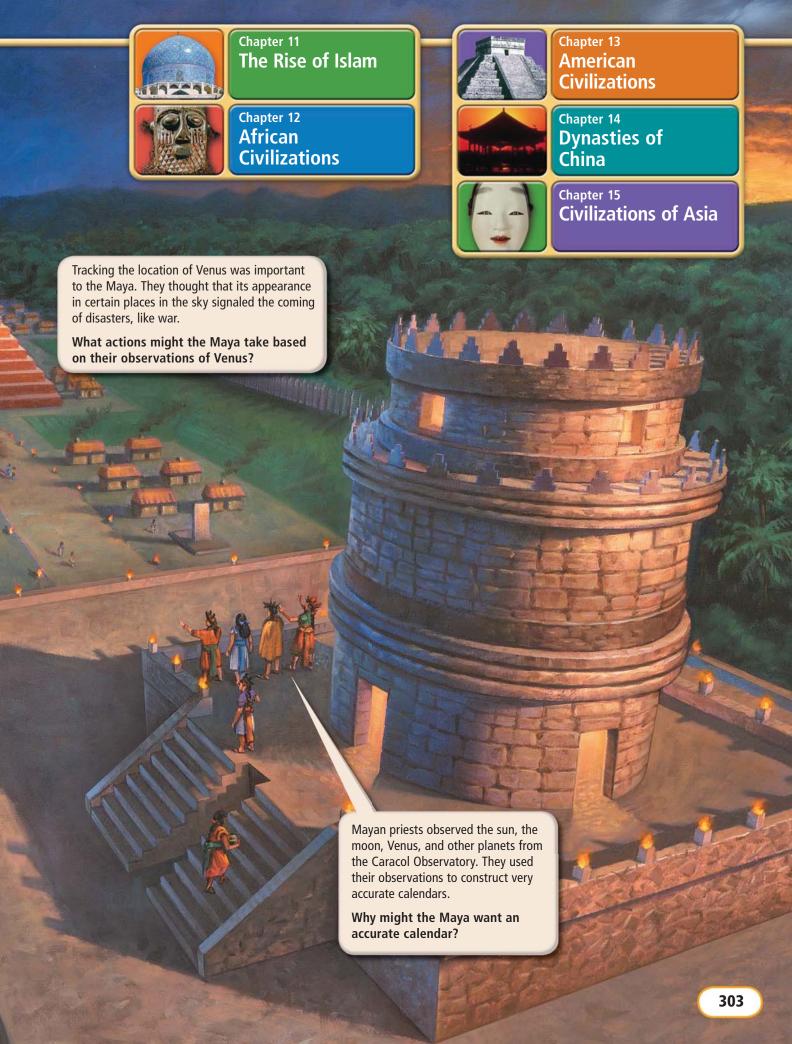
Interact with History

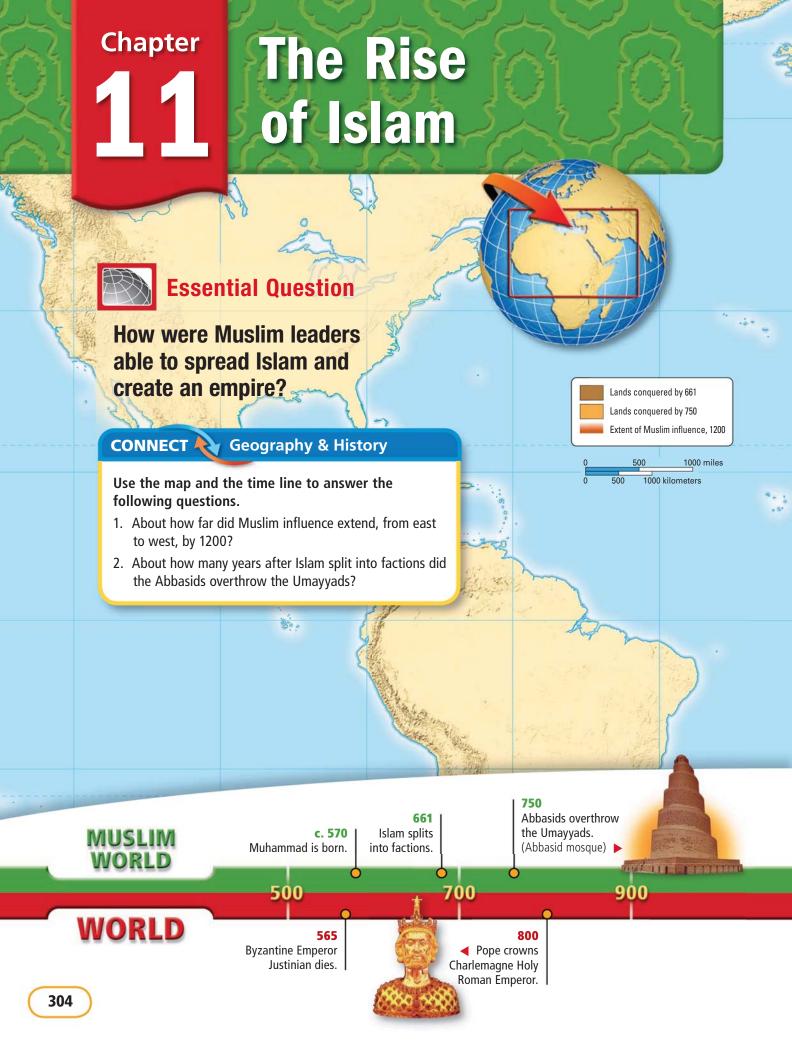
The Caracol Observatory, Chichén Itzá, about A.D. 1000

You are a Mayan priest in the city of Chichén Itzá (chee•CHEHN eet•SAH) charged with recording the movement of the planets. This evening, you note that Venus rises in the eastern sky. You believe that this means trouble for your people.

Why might observing the planets be important to the Mayans?









Section

Reading for Understanding

Key Ideas

BEFORE, YOU LEARNED

The Romans left a rich legacy in areas such as art, technology, and law.

NOW YOU WILL LEARN

Muhammad adopted the religion of Islam and helped spread its ideas throughout the Arabian Peninsula.

Vocabulary

TERMS & NAMES

clans groups of people who share an ancestor **pilgrimage** journey to a sacred place or shrine **Islam** monotheistic religion based upon submission to God's will and the teachings of the Qur'an, the Muslim holy book

Muslims followers of Islam

Hijrah (HIHJ•ruh) move of Muhammad and his followers from Mecca to Yathrib in A.D. 622

Qur'an (kuh•RAN) Muslim holy book

Sunnah teachings and practices of Muhammad used as guides for living

mosque Muslim house of worship

BACKGROUND VOCABULARY

arid receiving little or no rainfall; dry oasis fertile area in a desert

Allah Arabic word for God

REVIEW

nomads members of a group of people who have no set home but move from place to place monotheism belief in one Godpolytheism belief in many gods and goddesses

Reading Strategy

Re-create the diagram shown at right. As you read and respond to the **KEY QUESTIONS**, summarize the main ideas and important details in each subsection of Section 1. Record them in your own words in the diagram.



See Skillbuilder Handbook, page R4.



Islam and Muhammad

Connect to What You Know What movies have you watched that included a scene from a desert region? The scene probably showed a hot, sandy area with a limited supply of water. This is what the Arabian peninsula in Southwest Asia is like. It was there that the Muslim Empire began.

) Starting with a Story

Imagine that you are living in Medina in 632. You are excited about making the pilgrimage to Mecca with your family.

Click here to listen to the story @ ClassZone.com



A Desert Culture



KEY QUESTION How did the people of Arabia adapt to the landforms and climate there?

The deserts of the Arabian peninsula cover hundreds of thousands of square miles. One desert in the south covers nearly 250,000 square miles, about the size of the state of Texas. It is so enormous and so desolate that Arabs call it the Rub al-Khali. which means "the empty quarter."

Physical Features and Climate The Arabian peninsula is a region of Southwest Asia, between the Red Sea and the Persian Gulf. It is about 1,200 miles at its longest point from north to south and 1,300 miles at its widest point from east to west. This arid region is about one-fourth the size of the United States. It receives little rain and is covered mainly by deserts. Because of its climate, only a small portion of the land is useful for agriculture. Farmland is found in the southern mountains and just north of the peninsula in present-day Syria and Iraq.

Arabian Peninsula

This peninsula in Southwest Asia is a vast area that is mainly desert. V



Nomads Arab herders called Bedouins (BEHD•oo•ihnz) have adapted their lives to arid land for centuries. Because there is little farmland, Bedouins are **nomads** who move from place to place instead of settling permanently. Bedouins travel within a specific area as they seek water and grazing land for their herds. The path they follow is affected by such factors as the landscape they must cross, the amount of rainfall, and the availability of an oasis.

An oasis is a desert area that contains water. Bedouins interact with people who settle at oases and live a sedentary, or settled, lifestyle. In the past, this interaction often meant that the settled population traded food that it grew to the nomads in exchange for animals and animal products.

Family Life Bedouins live in groups called clans. **Clans** are groups of people who share a common ancestor. Each Bedouin clan is its own unit of government. Clans also provide security and support in the extreme conditions of the desert.

Bedouins take pride in their ability to adapt to life in the desert. They are also proud of their fighting skills. Clans once had to defend themselves against raids by other clans who wanted water, livestock, or food supplies. Because of their fighting ability, Bedouins became the core of armies that would help create the Muslim Empire.



FIND MAIN IDEAS Explain how the people of Arabia adapted to its landforms and climate.

CONNECT Q Geography & **History**

Oasis

An oasis is a fertile or green spot in the midst of a desert.

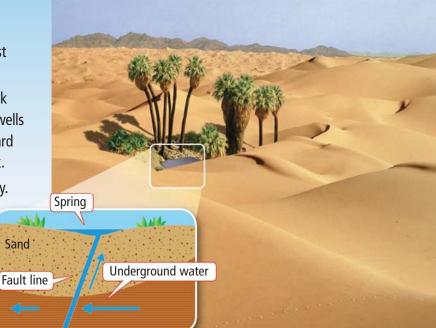
 Oases occur where water in underlying rock rises to the surface to provide a source for wells and springs. The water usually seeps upward when it hits a fault, or fracture, in the rock.

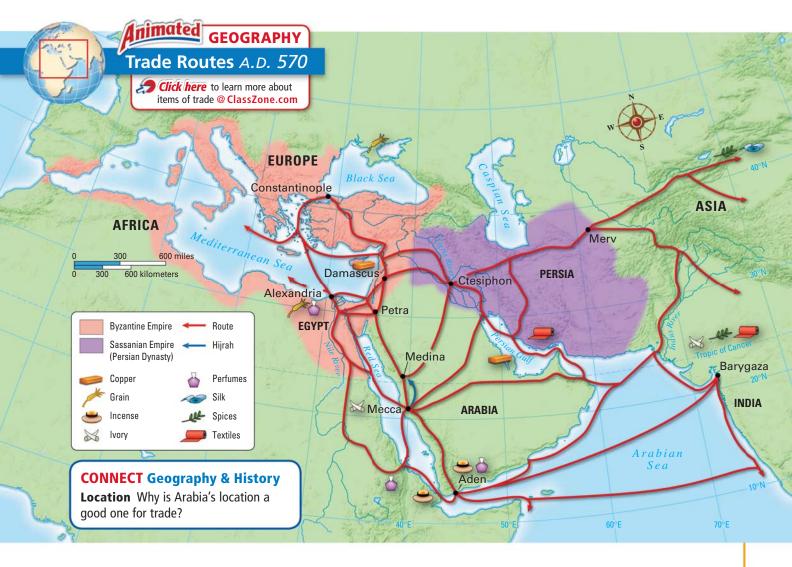
Some large oases can support an entire city.
 Others might simply be a small spring.

ng.

CRITICAL THINKING

Draw Conclusions How might oases have influenced Arab settlement?





Crossroads of Three Continents



KEY QUESTION Why did trade routes develop on the Arabian peninsula?

The Arabian peninsula is well situated for trade. It is a crossroads of three continents and is surrounded by several bodies of water.

Growth of Trade Cities By the early 600s, growing numbers of Arabs had moved to market towns or oases. Small market towns grew into cities. Larger settlements near the western coast of Arabia became centers for local, regional, and long-distance trade. Other areas, such as larger oases, became stops along the many trade routes that crossed the peninsula. Mecca and Medina were such oasis cities.

Sea and land routes connected Arabia to major trade centers. Products from three continents—Asia, Africa, and Europe—moved along these routes by camel caravans. Merchants traded animals, textiles, metals, and spices such as pepper and saffron.

Trade was also important in cultural exchange. Merchants carried information as well as products. For example, they would gain knowledge of different religions practiced in the cities they visited. Judaism and Christianity spread as merchants traveled.

The Holy City of Mecca Mecca was an important religious center as well as a trading center. It was located along the trade routes in western Arabia. Caravans stopped in Mecca during certain holy months. They brought people who came to worship at an ancient religious shrine called the Ka'aba, which was located in the middle of the city. The shrine was a cube-shaped stone building. Each year, people traveled from all parts of the Arabian peninsula to worship in Mecca. The journey to a sacred place is called a **pilgrimage**.

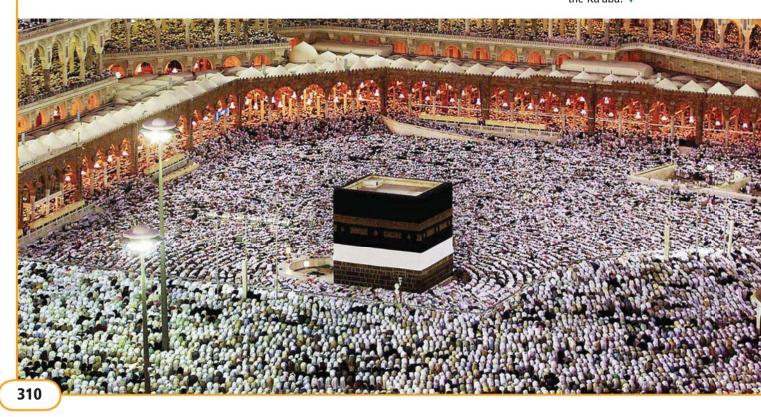
Many Religions Some Arabs associated the Ka'aba with the ancient religious leader Abraham. Many Arabs thought themselves to be descendants of Abraham. They believed that Abraham and his son Ishmael built the Ka'aba as a temple to God (called **Allah** in Arabic). The belief in one God is called **monotheism**.

Other Arabs, especially those who lived in the desert, believed in many gods. The belief in many gods is called **polytheism**. Over the years, these polytheistic Arabs also began to worship at the Ka'aba.

Many Jews and Christians lived in Arab lands. As a result, the belief in one God continued on the Arabian peninsula. Also, some Arabs blended Christian and Jewish beliefs and rituals with their own traditions. It was into this mixed religious environment that one of the world's most influential religious leaders—the Prophet Muhammad—was born around A.D. 570.

ANALYZE CAUSES Explain why so many trade routes developed on the Arabian peninsula.

The Holy City of Mecca Each year, Muslim pilgrims from around the world come to Mecca to worship at the Ka'aba. ▼



The Life and Teachings of Muhammad



V KEY QUESTION What was Muhammad's role in Islam's development?

Muhammad was born into a powerful Meccan family but was orphaned as a child. At age 25, he married a wealthy businesswoman. Eventually, Muhammad prospered as a merchant.

Muhammad the Prophet At about the age of 40, Muhammad's life abruptly changed. One day when praying, he later taught, a voice called out to him, "You are the Messenger of God." Muhammad believed that God spoke to him through the angel Gabriel. He then began preaching that there is only one God (Allah) and that all other gods must be rejected. This is one of the basic principles of **Islam**, a monotheistic religion based on submitting to God's will. In Arabic, *Islam* means "peace through submission to the will of God." Followers of Islam are called **Muslims**.

Muhammad had little success at first. In fact, Meccans persecuted the early Muslims. In 622, he fled with supporters to Yathrib, more than 200 miles to the north. This migration is called the Hijrah (HIHJ•ruh). Muhammad's followers renamed the town Medina, which means "city of the Prophet." In Medina, people found his simple message to obey the will of Allah appealing.



▲ Islamic Tile This Turkish ceramic tile shows the Ka'aba at the center of Mecca.

Muhammad's Leadership Meccans continued to fight against Muhammad and his followers. In 630, Muhammad and 10,000 Muslims returned to Mecca. They forced the city to surrender. Muhammad then forgave the Meccans and went to the Ka'aba. There, he dedicated the shrine to Allah.

Muhammad was a political and military leader as well as a religious leader. He ruled Medina, and many people respected him. He made treaties with nomadic tribes in the peninsula, which helped Islam to find acceptance and spread during his lifetime. He used his military skills to defend Medina against attacks. By the time of his death in 632, Muhammad had unified much of the Arabian peninsula under Islam.



SUMMARIZE Describe Muhammad's role in the development of Islam.

Islamic Beliefs, Practices, and Law



V) **KEY QUESTION** What rules do Muslims follow for religious practice and everyday life?

Muslims find guidance on how to live their lives in two primary sources of authority. Both are connected to Muhammad.

The Qur'an and the Sunnah The main teaching of Islam is that there is only one God, Allah. Muslims believe God revealed his words through the angel Gabriel, who passed them on to Muhammad. While Muhammad lived, his followers listened to his teachings. They also memorized and recited the revelations, which formed the scripture called the Qur'an (kuh•RAN). After Muhammad's death, his followers collected the Our'an into a book written in Arabic. It is the Muslim holy book.

Muslims believe that Muhammad's mission as a prophet was not only to receive the Qur'an but also to show how to apply its teachings to everyday life. To them, the **Sunnah**, or Muhammad's words and deeds, are guides for living.

Legal thinkers later organized the guidelines of the Qur'an and Sunnah into a system of law. This body of law is used by Muslim communities to decide legal matters, such as rules for inheritance and punishment for criminals.

Muslim Daily Life Muslims try to connect their personal and religious lives. They live their religion by following the Five Pillars of Islam, shown below. These are the five duties all Muslims must perform to demonstrate their submission to the will of God.

Other Islamic customs and laws also affect the daily lives of Muslims. Believers are forbidden to eat pork or to drink alcoholic beverages. Friday afternoons are set aside for community worship and prayer. Those who are able gather at a mosque, a building used for Muslim worship. All mosques face Mecca so that Muslims pray in that direction.

Five Pillars of Islam

The symbol of an open hand was often used to represent the Five Pillars. Which of the **Five Pillars relate** to Mecca? V

Five Pillars of Islam				
Faith	Believe and say, "There is no God but Allah, and Muhammad is his prophet."			
Prayer	Pray in Arabic five times a day, at specific times, and facing Mecca.			
Alms	Give to the poor and the needy.			
Fasting	Fast during the month of Ramadan each year, avoiding all food and beverages between sunrise and sunset.			
Pilgrimage	If possible, make a pilgrimage to the holy city of Mecca once during a lifetime.			

Connections to Judaism and Christianity

Muslims trace the beginnings of their religion to Abraham. They believe he was a prophet of God, as do Jews and Christians. To Muslims, Allah is the same God who is worshiped by Christians and Jews. Muslims call both Christians and Jews "people of the book" because their religions have holy books with teachings similar to those of the Qur'an. Followers of all three religions believe in heaven, hell, and a final judgment day.

Unlike Christians, however, Muslims view Jesus as a prophet, not as the son of God. Muslims believe the Qur'an is the word of God as revealed to Muhammad. Jews and Christians also believe that God's word is revealed in their holy books. But Muslims believe that the Qur'an is the final book of God's word. They also think that Muhammad is the last in a series of prophets.

Muslim law requires that Muslim leaders offer religious toleration to non-Muslims, though non-Muslims have restricted rights and must pay extra taxes. This policy of toleration of non-Muslims would play an important role in the expansion of the Muslim Empire under Muhammad's successors.



SUMMARIZE Identify the rules Muslims follow in their lives and religion.

1

Section Assessment



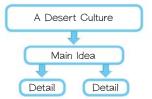
Terms & Names

1. Explain the importance of

clans Islam Hijrah Sunnah pilgrimage Muslims Qur'an mosque

Use Your Reading Notes

2. Summarize Use your completed diagram to answer the following question: How does living in clans affect Bedouin life?



Key Ideas

- **3.** Why did people live a nomadic life on the Arabian peninsula?
- **4.** Why did trade often lead to cultural exchange?
- **5.** Why are the Five Pillars important in the lives of Muslims?

Critical Thinking

- **6. Compare and Contrast** How are the Qur'an and Sunnah similar? How are they different?
- **7. CONNECT to Today** What are some of the ways that Muslims' beliefs affect their daily lives?



Sketch a Web Page Use the information in Section 1 to sketch a Web page for Muhammad and early Islam. Show what categories of information should be included.



CONNECT to Today

▲ Muslims Praying

Following the Five Pillars of Islam, Muslims pray facing Mecca five times each day.

Section •

Reading for Understanding

Key Ideas

BEFORE, YOU LEARNED

Muhammad spread the religion of Islam across the Arabian peninsula.

NOW YOU WILL LEARN

After the death of Muhammad, a crisis in Islam developed over who would succeed him.

Vocabulary

TERMS & NAMES

caliph (KAY•lihf) head of a Muslim community **Umayyads** (oo•MY•adz) dynasty that ruled the Muslim empire from 661 to 750

Sunnis members of the branch of Islam that accepted the selected caliphs as successors of Muhammad and did not resist the Umayyads Shi'a branch of Islam that resisted the rule of the Umayyads

Iberian Peninsula southwestern tip of Europe; present location of Spain and Portugal

Abd al-Malik (uhb • DUL • muh • LIHK) caliph in the 600s who imposed a common language in Muslim lands

Abbasids (uh•BAS•IHDZ) group that took control of the Muslim empire from the Umayyads in 750

BACKGROUND VOCABULARY

strongholds places that are heavily defended

REVIEW

bureaucracy system of departments and agencies that carry out the work of a government



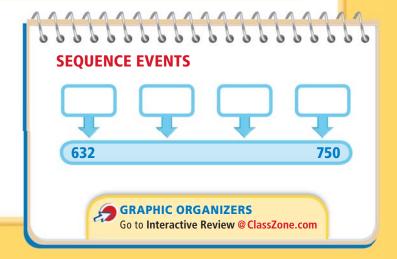
Visual Vocabulary Iberian Peninsula

Reading Strategy

Re-create the time line shown at right. As you read and respond to the **KEY QUESTIONS**, use the time line to record the major events of the Muslim Empire under its early rulers.



See Skillbuilder Handbook, page R5.



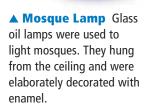
The Expansion of Muslim Rule

Connect to What You Know Muhammad's death in 632 brought a crisis. How would Islam survive without the leadership of the Prophet?

New Muslim Leaders Emerge

V KEY QUESTION Why were the caliphs tolerant of the people they conquered?

For more than 20 years, Muhammad had spread the religion of Islam across the Arabian peninsula. He had begun to establish a Muslim Empire. In particular, Arab nomads had responded to his message. Islam brought order, justice, and hope of heaven into their lives. Then, in June 632, Muhammad died. Muslims were suddenly without a leader. They also lacked a clear way to choose a new one.



After Muhammad's Death

According to the traditions of the largest group of Muslims today, Muhammad had not named a successor or taught his followers how to choose one upon his death. Panic swept through the Muslim community. Muhammad's father-in-law and trusted friend, Abu Bakr (AH•boo BAH•kuhr), spoke to reassure Muslims. He said, "If there are any among you who worshiped Muhammad, he is dead. But if it is God you worship, he lives forever."

Abu Bakr was respected for his devotion to Muhammad as well as to Islam. As a result, in 632, the leaders of the dominant group within the Muslim community selected Abu Bakr as Muhammad's successor.

Muhammad's Successors Muslims declared their allegiance to one of Muhammad's successors.



History Makers

Abu Bakr's name written in Arabic

Abu Bakr (c. 573-634)

Abu Bakr was Muhammad's closest companion and adviser. Like Muhammad, Abu Bakr was from a Mecca clan that was important in the caravan trade. He was one of the first Meccans to convert to Islam. His daughter A'ishah became Muhammad's wife. Abu Bakr's loyalty to the Prophet was an important factor to the high-ranking Muslims who selected him as Muhammad's successor.



CRITICAL THINKING

Find Main Ideas How was Abu Bakr related to Muhammad?

Abu Bakr Succeeds Muhammad In 632, Abu Bakr became the first caliph (KAY•lihf), a title that means "successor." He promised Muslims that he would closely follow Muhammad's example. Shortly after the Prophet's death, some clans on the Arabian peninsula abandoned Islam. Others refused to pay taxes, and a few individuals even declared themselves prophets. During his two-year reign as leader, Abu Bakr used military force to reunite the Muslim community. After he brought central Arabia under Muslim control, he started the conquests of territories to the north that are now Iraq and Syria.

First Four Caliphs After Abu Bakr, the next three caliphs selected from and by the top ranks of Muslim believers were Umar, Uthman, (uth•MAHN) and Ali. All four had known Muhammad and supported his mission to spread Islam. Their rule was known as a caliphate. According to the traditions and beliefs of the largest group of Muslims in the world today, the first four caliphs used the Qur'an and Muhammad's actions to guide them. As a result, this group of Muslims calls the first four caliphs the "rightly guided caliphs."

Muslims controlled most of Arabia when Abu Bakr died in 634. The second selected caliph, Umar, ruled until 644. His swift and highly disciplined armies conquered Syria and Lower Egypt, which were part of the Byzantine Empire. Muslim armies also took territory from the Persian Empire.

The next two caliphs continued to expand Muslim territory and completed the conquest of Persia. By 661, Muhammad's successors had increased the size of the Muslim Empire by nearly four times, both through conquest and treaty. By 750, the Muslim Empire stretched about 5,000 miles, from the Atlantic Ocean to the Indus River, almost twice the distance to drive from New York City to Los Angeles.

Muslims' Successful Rule The Muslims saw the military victories as signs of Allah's support. They were energized by their faith, and they were willing to fight to spread Islam. In addition to their faith, there were other reasons for the Muslims' military success. In battle, Muslim armies proved to be disciplined, and their leaders were highly skilled. Their tactics enabled them to defeat military forces that were not familiar with such discipline and skill.

Weaknesses in the two empires north of Arabia also helped the Muslims succeed. The Byzantine and Persian empires had been fighting each other for a long time. Their armies were exhausted.

The Byzantine and Persian empires persecuted those who did not support their conquerors' religions. These persecuted people often welcomed Muslim invaders as liberators. Because the Qur'an did not allow Muslims to force conversions, Muslims allowed conquered peoples to keep their own religions if they wished to do so.

There was much blending of cultures under Muslim rule. Over time, many peoples in Muslim-ruled territories converted to Islam. They were attracted by Islam's message of equality and hope for salvation. Converting to Islam also brought an economic benefit. Muslims did not have to pay certain taxes.

Jews and Christians, as "people of the book," received special treatment. They paid a poll tax each year in exchange for not having to perform military duties. Jews and Christians also held important roles in the Muslim state as officials and scholars. However, they were not allowed to convert others.



ANALYZE CAUSES Explain why the caliphs were tolerant of the people they conquered.



Highly skilled Muslim troops on camels conquered much territory in the name of Allah. Why were Muslim armies successful?

Click here to see the spread of Islam @ ClassZone.com

Image not available for electronic use. Please refer to the image in the textbook.

A Split in Islam



KEY QUESTION How did the issue of choosing leaders divide the Muslim community?

Successes on the battlefield enabled Muslims to expand their empire. However, internal power struggles made it difficult for them to keep a unified rule.

Umayyads Seize Power In 656, a group of rebels opposed the leadership of Uthman and murdered him. His murder started a civil war. Various groups struggled for power. Muhammad's cousin and son-in-law, Ali, was a leading choice to be the next caliph. But his leadership, too, was challenged. In 661, Ali was assassinated. The system of selecting a caliph died with him.

A family known as the **Umayyads** (oo•MY•adz) took power and set up a hereditary dynasty. This meant that rulers would come from one family and inherit the right to rule. The Umayyads also moved the Muslim capital from Medina to Damascus, a newly conquered city that had been part of the Byzantine Empire. This location, about 600 miles north of Medina, made it easier for Muslim rulers to control conquered territories. However, Arab Muslims felt Damascus was too far away. These actions divided Muslims and raised questions about how to choose leaders.

Primary Source

Background The Qur'an (seventh century) is the holy book of Islam. Muslims believe that the Qur'an is the word of God as revealed to the Prophet Muhammad. The Qur'an is written in Arabic, as shown below.



◄)) from the *Qur'an*

Volume I, 2:62

Translated by A. J. Arberry

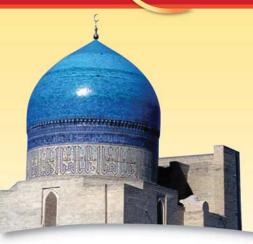
Surely they that believe, and those of Jewry, and the Christians, . . . whoso [whoever] believes in God and the Last Day, and works righteousness¹—their wage² awaits them with their Lord, and no fear shall be on them, neither shall they sorrow.

- 1. works righteousness: behaves according to divine law
- 2. wage: reward

DOCUMENT-BASED QUESTION

What does this verse from the Qur'an tell us about the beliefs Muslims had about Jews and Christians at this time?

COMPARING Muslim Beliefs



	Early Caliphs	Ruler	Core Teachings	
	The first four caliphs were rightful rulers.	Any Muslim who follows Muhammad's example may be a ruler.	Qur'an and Sunnah	
Shi'a Beliefs Ali, Muhammad's son-in-law, was the rightful ruler.		Only a descendant of Muhammad and Ali may be an imam, or ruler.	Qur'an, Sunnah, and teachings of imams	

Mosque Sunnis and Shiites both worship at mosques, such as this one in Uzbekistan.

CRITICAL THINKING

Compare and Contrast How does the selection of rulers for Shiites and Sunnis differ?

Muslim Community Splits Because they wanted peace, most Muslims accepted the Umayyads' rule. Those who did were called **Sunnis**. The word meant followers of the Sunnah, or followers of Muhammad's example.

However, a minority resisted the Umayyads and refused to accept the rule of the selected caliphs. They believed that the caliph should always be a relative of the Prophet. This group was called **Shi'a**, meaning the "party" of Ali. Its members were known as Shiites. This split in Islam would become permanent, and opposition to the Umayyads would eventually cause their caliphate to collapse.



IDENTIFY PROBLEMS Explain how issues over leadership divided the Muslim community.

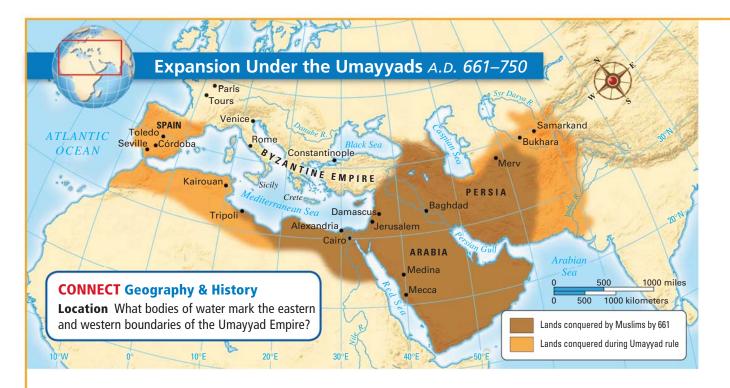
The Umayyads



V KEY QUESTION What led to the decline of the Umayyads?

Once the Umayyads had taken control, they began to conquer new lands. In less than 100 years, their empire spanned parts of three continents—Asia, Africa, and Europe.

Expansion to the East Under the Umayyads, the Muslim Empire expanded. When they took power in 661, the empire's eastern boundary extended into Persia. (See the map on the next page.) They quickly pushed that border farther eastward into Central Asia. At first, Umayyad armies staged hit-and-run raids, attacking such cities as Bukhara (baw•KAH•rah) and Samarkand. These cities were the region's major trading centers. Soon, however, occasional raids turned into organized campaigns for conquest. By the early 700s, the Umayyads had taken control of much of Central Asia.



Westward Expansion The Umayyads also expanded the empire to the west. By 710, they controlled the whole of North Africa from the Nile River to the Atlantic Ocean. The following year, they moved northward across the Mediterranean Sea into the **Iberian Peninsula**. The Iberian Peninsula is the southwestern tip of Europe where the modern nations of Spain and Portugal are located. From **strongholds** in Spain, Muslim forces launched raids ever deeper into Europe. However, Christian forces stopped their advance in 732 at the Battle of Tours. Over the next few years, Muslim forces retreated back to Spain.

Uniting Many Peoples By the early 700s, the Umayyads controlled a huge empire that covered many lands. To govern this far-flung empire, the Umayyads patterned their government on the bureaucracy used in the lands they won from the Byzantine Empire. A **bureaucracy** is a system of departments and agencies that carry out the work of the government. Umayyad caliphs, through this bureaucracy, ruled the entire empire from their capital city of Damascus. To rule the different provinces of the empire, the caliphs appointed Muslim governors called emirs (ih•MEERZ). These emirs relied on local clan leaders to help them govern.

At first, language prevented unity in the empire. People in different parts of the empire spoke their own languages. Abd al-Malik (uhb•DUL•muh•LIHK), who became caliph in 685, solved this problem. He declared Arabic the language of government for all Muslim lands. Having a common government language helped people across the empire communicate more easily with other regions. Even so, most Muslims still spoke their own languages in everyday life.

Muslims from across the empire also shared the experience of making the pilgrimage, or hajj, to Mecca. There they shared their own cultures and brought knowledge of the Arabic culture and Umayyad rule back to their homelands. So the pilgrimage brought about the blending of many different cultures.

The Overthrow of the Umayyads The

Umayyads conquered many new lands and brought Islam to large numbers of people. However, by the mid-700s, some Muslims accused the Umayyads of being too interested in living a life of luxury and holding on to power. Over time, different groups began to protest Umayyad rule.

One group, the Abbasids (uh•BAS•IHDZ), gained support from Muslims who opposed the Umayyads.

By 750, the Abbasids and their supporters had taken power. One prominent Umayyad, Abd al-Rahman (uhb•DUL•rahk•MAHN), fled to Spain. There, he reestablished the Umayyad dynasty. The Muslim Empire was now permanently split into eastern and western sections. Despite the split, a Muslim golden age was about to begin.



▲ The Hajj This
Persian painting shows
a caravan of pilgrims on
the road to Mecca.



ANALYZE CAUSES Explain why the Umayyads lost power.

2

Section Assessment



Terms & Names

1. Explain the importance of

caliph Sunnis Abd al-Malik Umayyads Shi'a Abbasids

Use Your Reading Notes

2. Sequence Events Use your completed time line to answer the following question:
When did the Umayyad dynasty begin?



Key Ideas

- **3.** Why was Abu Bakr elected the first caliph?
- **4.** How did the Muslim Empire spread?
- **5.** How did the Umayyads unite the many lands and peoples of the Muslim Empire?

Critical Thinking

- **6. Form and Support Opinions** What do you think was the most important factor in the spread of Islam? Why?
- **7. Compare and Contrast** How did the Muslim policy of ruling conquered peoples compare with the policies of the Byzantines and the Persians?



Create a Brochure Choose one of the religious groups in Section 2. Create a short brochure that discusses the history and beliefs of that group.

Section 3

Reading for Understanding

Key Ideas

BEFORE, YOU LEARNED

The Umayyads expanded Muslim rule but were overthrown by the Abbasids.

NOW YOU WILL LEARN

Culture flourished under the Abbasids and under the Umayyads in al-Andalus.

Vocabulary

TERMS & NAMES

standing army fighting force maintained even in times of peace

Baghdad capital of the Abbasid empire; capital of present-day Iraq

golden age period during which a society attains prosperity and cultural achievements **calligraphy** art of fine handwriting

Omar Khayyam (OH • MAHR KY • YAHM) master of the poetic form called the quatrain, popular in Persia

al-Andalus Muslim Spain

Córdoba capital of Muslim Spain

BACKGROUND VOCABULARY

quatrain four-line poem in which the first, second, and fourth lines rhyme **factions** opposing groups



Visual Vocabulary calligraphy

Reading Strategy

Re-create the web diagram shown at right. As you read and respond to the **KEY QUESTIONS**, use the diagram to categorize information about the cultural advances made during Abbasid rule and under the Umayyads in al-Andalus.



See Skillbuilder Handbook, page R6.



A Muslim Golden Age

Connect to What You Know After the Umayyad collapse, the Muslim Empire split into eastern and western sections. In the east, Muslim culture flourished in a new Abbasid empire.

Image not available for electronic use.

Please refer to the image in the textbook.

The Abbasids Come to Power

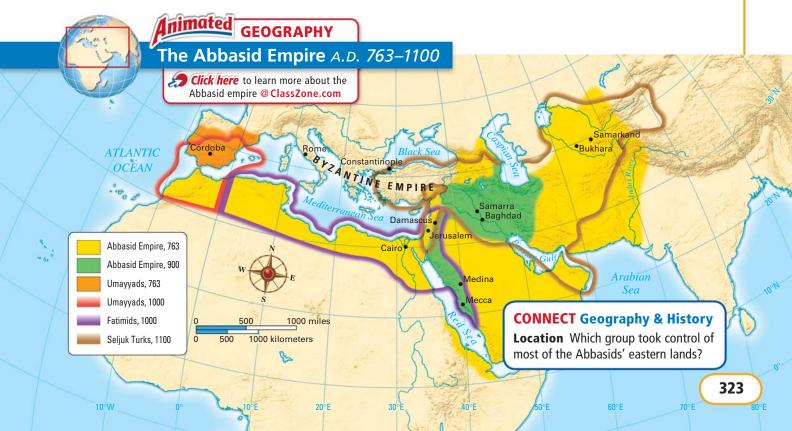
KEY QUESTION How were the Abbasids able to hold on to power?

Like the Umayyads, Abbasid rulers struggled to hold their empire together. They looked for ways to strengthen their control.

Abbasid Rule The Abbasids held on to power mainly through force. They built a huge **standing army**, a fighting force that is maintained in times of peace as well as war. The Abbasids stationed army units at military posts throughout the empire to quickly put down any trouble that broke out.

The Abbasids declared that all Muslims, whether Arab or non-Arab, were equal. This policy helped persuade people throughout the empire to accept their rule.

▲ Abbasid Plate This plate was made in the 800s in Samarra, a city in the Abbasid empire.



Baghdad The Abbasids also strengthened their power by moving their capital. Their most loyal supporters lived far to the east of the Umayyad capital of Damascus. To be closer to their power base, the Abbasids made **Baghdad** their new capital in 762. Located on the Tigris River, Baghdad lay on old east-west trade routes. It became a busy marketplace and one of the world's major trading centers.



FIND MAIN IDEAS Explain how the Abbasids held onto power.

Abbasid Advances and Decline



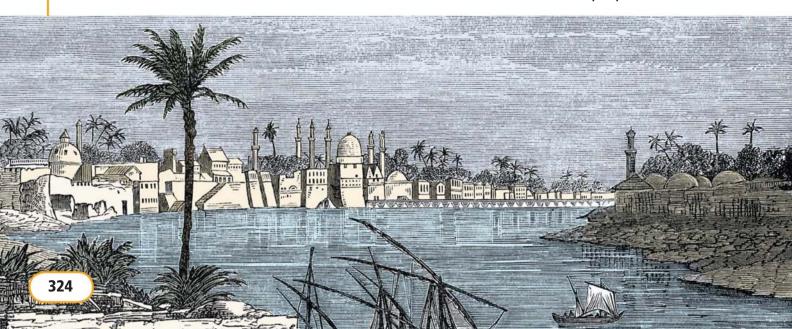
KEY QUESTION What cultural advances did the Abbasids make?

The healthy economy made the Abbasids very rich. To display their wealth, some began to support the arts and learning. As a result, in the years after 800, Muslim culture enjoyed a golden age. A **golden age** is a period in which a society attains prosperity and cultural achievements.

Art and Literature Some Muslims thought it was wrong to use the human form in art. Such images, they believed, might encourage people to worship these images rather than God. Instead, much Muslim art emphasized plants and geometric patterns. Muslim art also often used Arabic script. Many Muslim artists became very skilled at **calligraphy**, the art of fine handwriting. The Abbasids employed calligraphers to decorate everything from buildings to armor.

Muslims soon developed literature of their own. *The Thousand and One Nights* quickly became a favorite. Poetry also flourished during Abbasid rule. The **quatrain**, a four-line poem in which the first, second, and fourth lines rhyme, was quite popular. A Persian-born Muslim named **Omar Khayyam** (OH•MAHR KY•YAHM) was a master of the quatrain.

Early Baghdad This illustration shows what the Abbasid capital, Baghdad, and the Tigris River looked like in the late 700s. How might Baghdad's location have helped it prosper?



COMPARING Muslim Art and Christian Art

		Muslim Art	Christian Art	
	Philosophy	Art should praise Allah but not imitate his human creations.	Art should illustrate God's glory.	0
	Subjects	Popular subjects included decorative patterns, plants, and flowers.	Art focused on biblical scenes and religious figures.	
	Restrictions	Some art avoided use of human forms; sometimes animals are shown.	Artists rarely depicted daily life or anything except religious subjects.	C
	Display	Art decorated buildings, objects, and manuscripts.	Art took such forms as mosaic tiles or	
▲ Decorated box with hunting scene			wood carvings.	▲ Portrait of Sai Nicholas

CRITICAL THINKING

Compare and Contrast How did the subjects in Muslim art differ from those in Christian art?

Mathematics and Astronomy Muslim scholars of the Abbasid period borrowed and built upon the ideas of ancient civilizations. For example, al-Khwarizmi (al•KWAHR•ihz•MEE) borrowed the numerical system and zero from Indian scholars. His work resulted in the Arabic numbering system that is still used in most of the world. Al-Khwarizmi also wrote the first book about algebra. In addition to being a poet, Omar Khayyam was a great mathematician. He wrote a study of Greek advances in geometry. He also used his knowledge of mathematics and astronomy to create a very accurate calendar.

Astronomers' work often had a practical use. For example, an astronomer named al-Biruni determined the direction of Mecca from any point on the earth. This enabled Muslims everywhere in the empire to fulfill the requirement to pray while facing Mecca.

Medicine Muslim doctors, like other Muslim scholars, improved upon the discoveries of earlier scientists. Al-Razi, a Persian-born doctor, used old studies to help him identify and describe diseases such as smallpox and measles. The Persian doctor Ibn Sina wrote the *Canon of Medicine* around 1000. This detailed work organized all known medical knowledge. It remained an important medical reference book for more than 600 years.

The Abbasids set up hospitals throughout their empire. Unlike hospitals in most other parts of the world, these medical centers treated poor people who couldn't pay.

The Decline of the Abbasids Some Abbasid caliphs ignored their government responsibilities. Also, they did little to protect merchants from bandit attacks, which badly hurt trade. Because of this, the Abbasid caliphs raised taxes. Tired of their selfish behavior, several groups challenged Abbasid rule. One group, the Fatimids, drove the Abbasids from much of North Africa. The more opposition the Abbasids faced from within their empire, the more open they were to outside attacks. In 1055, the Seljuk Turks from Central Asia captured Baghdad. The Seljuk leader took over the empire, but he allowed the Abbasid caliph to remain as a religious leader.

Over time, the Seljuks converted to Islam. They also began to expand the lands under their control. In 1071, they captured Jerusalem. By the late 1090s, they were threatening the Byzantine capital, Constantinople. In response, the Christian countries of Europe launched several wars, called the Crusades, to drive the Seljuks back. In 1258, a Central Asian tribe called the Mongols overran Baghdad. They destroyed the city and killed the Abbasid caliph. The Abbasid dynasty died with him.



CATEGORIZE Identify the cultural advances of the Abbasids.

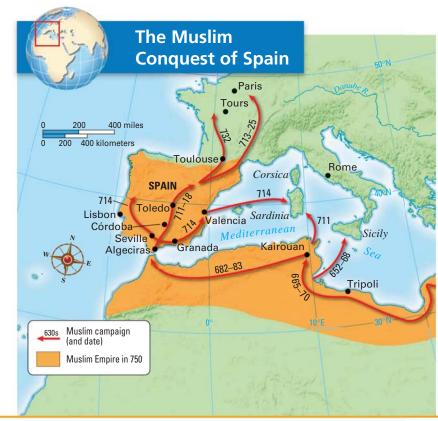
Muslim Rule in Spain



KEY QUESTION How did the Umayyads unite the Iberian Peninsula under Muslim rule?

When Abd al-Rahman, an Umayyad leader, arrived in Spain, he found various Muslim **factions**, or opposing groups, fighting for control. He quickly took action to unite these groups.

People still loyal to the Umayyads already supported Abd al-Rahman. He made treaties with other Muslim groups. When he felt strong enough, he attacked and defeated the ruling factions. In 756, he declared himself emir of al-Andalus, or Muslim Spain, and made Córdoba the capital city.





▲ The Great Mosque, Córdoba The Great Mosque, one of the largest houses of worship in the world, could hold 52,000 people for services.

News of Abd al-Rahman's success quickly spread east to Abbasid lands. Many Umayyad loyalists headed to Spain. Their arrival greatly strengthened Abd al-Rahman's government and army. When he died in 788, al-Andalus was strong and united. During the 800s, the power of the Umayyads declined. In 912, Abd al-Rahman III created another strong rule. He declared himself first caliph of Córdoba in 929.



SUMMARIZE Explain how the Umayyads united the Iberian Peninsula.

Advances in Muslim Spain



V KEY QUESTION What was the basis for Córdoba's greatness under the Umayyads?

Soon, people all over Europe and the Muslim world knew of Abd al-Rahman III. By 1000, Córdoba was the largest city in Western Europe.

Córdoba Córdoba's splendor was made possible by its prosperous economy. The city had hundreds of workshops that produced goods, such as silk, that were in great demand throughout Europe.

Córdoba also was a major center for culture and learning. The caliphs of Córdoba were anxious to outshine their Abbasid rivals. They actively encouraged scholars to leave Baghdad for al-Andalus. These new arrivals brought with them fresh ideas and different approaches to learning. They also added to Córdoba's reputation as one of the world's great cities.

CONNECT \rightarrow to Geography

The Muslim Empire The Umayyads and Abbasids each ruled a vast empire. At one time, the empire stretched from Europe in the west to India in the east, with splendid cities located throughout. Both the Umayyads and the Abbasids made many cultural contributions.

Make a Travel Brochure

Research the growth of the Muslim Empire in this textbook and in books on Arab and Muslim history. Look at examples of travel brochures.

Decide what you want to include in your travel brochure—maps, time lines, pictures, and sketches. Select a title.

Create the various items you want to include in the brochure.

Assemble the items for your brochure on a piece of construction paper. Use a glue stick to attach all pieces securely.

Materials

- books on Arab and Muslim history
- examples of travel brochures
- old magazines ready for recycling
- scrap paper, construction paper





Advances in Thought The scholars of al-Andalus built on or extended the work of earlier mathematicians. They employed mathematics to create accurate calendars. They built precision instruments for viewing the skies and constructed a planetarium with model planets that moved.

Some scholars were more interested in the earth than the skies. Al-Idrisi made perhaps the greatest contribution to the study of geography. In 1154, he completed an encyclopedia of geographic knowledge. It contained about 70 maps and descriptions of the geography of many world regions. He based his work mostly on the travels he had taken when he was a young man.

A Golden Age for Jews Jews had lived in Spain since Roman times. They often faced persecution. But under the Umayyads, they were welcomed, not rejected. Some Jews held high government offices.

In this welcoming atmosphere, Spanish Jews flourished, and a Spanish-Jewish culture developed. Jews who faced persecution in Christian lands flocked to al-Andalus to enjoy this freedom. They contributed greatly to the golden age of al-Andalus.

Among the many Jewish scholars of al-Andalus, Maimonides (my•MAHN•uh•DEEZ) stands above all others. Maimonides wrote about and taught many subjects, including religion, science, and medicine. His bestknown work, The Guide for the Perplexed, was published in 1190. In it, he tried to show that philosophy could support religious faith. His writings influenced both Muslim and Christian thinkers.

The Decline of Al-Andalus By the time of Maimonides' death in 1204, al-Andalus had begun to fall apart. Some Muslim factions fought for control, while others broke away and formed their own smaller kingdoms. Christians in the north took

advantage of this disarray and launched attacks. By the 1240s, they had pushed as far south as Córdoba and Seville. Over the next 250 years, Christian forces slowly regained control of the entire Iberian Peninsula.

EVALUATE Explain why Córdoba was great under the Umayyads.



▲ Barcelona **Haggadah** This decorated passage is from a Haggadah—a book that tells the story of the Jewish Exodus from Egypt—made in Spain.

Section Assessment



For test practice, go to Interactive Review @ ClassZone.com

Terms & Names

1. Explain the importance of

al-Andalus **Baghdad** calligraphy Córdoba golden age Omar Khayyam

Use Your Reading Notes

2. Categorize Use your completed web diagram to answer this question:

What practical advances came from astronomy?



Key Ideas

- **3.** How did Abbasid caliphs strengthen their control over the empire?
- **4.** What challenges did Abbasid caliphs face that made it difficult to hold their empire together?
- **5.** Why were the 1000s and 1100s a golden age for al-Andalus?

Critical Thinking

- 6. Make Inferences Why do you think Abd al-Rahman III declared himself caliph of Córdoba?
- 7. CONNECT to Today Which Abbasid cultural advance do you think was most important for life today? Why?

Internet Activity Use the Internet to research the Great Mosque (also known as the Mezquita) in Córdoba. Use your findings to create a visual essay on the mosque.

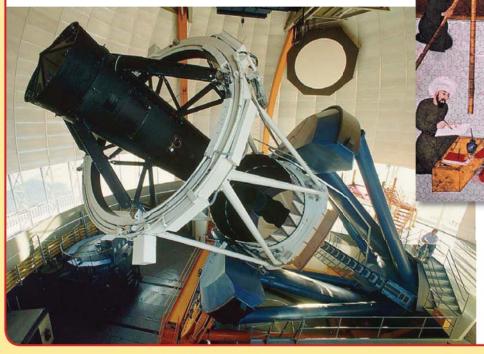
INTERNET KEYWORDS: Córdoba, Great Mosque, Mezquita

The Legacy of the Muslim Golden Age

During the Muslim golden age, scholars in Baghdad and Córdoba made important contributions to the development of astronomy, mathematics, and medicine. These developments had a huge impact on learning in Europe. In many ways, the achievements of the Muslim golden age laid the groundwork for advances in the European Renaissance and Scientific Revolution. Those advances greatly influence the way we live today.

Observatories

▶ Past Muslims were among the first to establish observatories. These are buildings designed and equipped for studying the stars and planets. Some of these observatories were quite advanced. They were filled with precision instruments invented or designed by Muslim scientists. Astronomers, like those shown at the right, used these instruments to plot the locations and movements of the planets.



◆ Present Astronomers want
to discover the nature of the
outer limits of space. They work
in observatories equipped with
high-powered telescopes and
advanced computers.

Medicine

▶ Past Muslim doctors established new methods of treating illness. First they tried to get patients to change their behavior. If this failed to solve the problem, doctors next tried drugs and other medicines, prepared as shown at right. They viewed drastic measures such as surgery as a last resort.

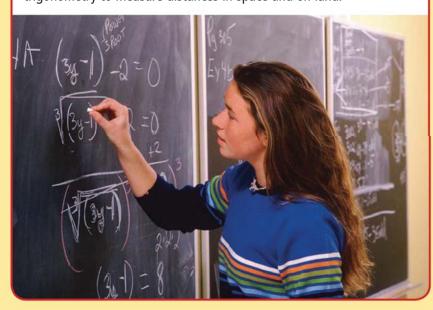


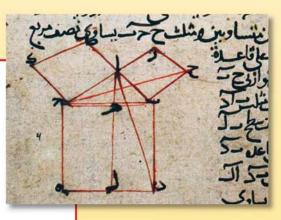
Present Surgery is a far more common procedure. However, many doctors also advise patients to change their diet or exercise habits to treat and prevent illness.



Mathematics

- ▶ Past Muslim mathematicians borrowed the number zero and the decimal system from Indian scholars and introduced them to the West. They also developed Arabic numerals, which made all kinds of calculations simpler. The work of al-Khwarizmi led to the development of algebra as an area of study. Muslim interest in astronomy also led to the development of trigonometry.
- ▼ **Present** The Arabic number system and algebra are still very much part of the study of mathematics. Also, astronomers still use trigonometry to measure distances in space and on land.





Activities

- TALK ABOUT IT How did religion contribute to Muslim developments in astronomy? (Think about the Five Pillars of Islam as you discuss this question.)
- 2. WRITE ABOUT IT What do you think is the most important contribution that Muslims made to science, medicine, or mathematics? Write a paragraph explaining your choice.

Chapter Assessment

Interactive (**) Review



Material Series for quizzes, flipcards, crosswords, and review notes online @ ClassZone.com

Great Muslim Empires

The Umayyad Empire 661–750

- Established new capital at **Damascus**
- Extended empire from the Indus Valley in the south to the Iberian Peninsula in the west
- Set up a central bureaucracy to govern their vast empire
- Attempted to unify the empire by establishing a common language for government
- Overthrown by the Abbasids in 750
- Reestablished dynasty in a western empire in Spain; ruled for another 300 years

The Abbasid Empire 750-1258

- Seized the eastern section of the Muslim Empire from the Umayyads
- Maintained control through force and declaring that all Muslims were equal
- Established new capital at Baghdad, which soon became one of the world's major cities
- Oversaw a golden age of Muslim culture
- Lost power because of internal revolts and poor government
- Collapsed after invasions by Seljuk Turks and Mongols

VOCABULARY

Explain why the words in each set below are linked with each other.

- 1. Shi'a and Sunnis
- 2. Baghdad and golden age
- 3. al-Andalus and Córdoba

KEY IDEAS

Islam and Muhammad (pages 306–313)

- **4.** Why were the Bedouins nomads?
- 5. How was Muhammad's message received in Mecca and in Medina?
- **6.** How did Muslims view the relationship between their lives and their religion?

The Expansion of Muslim Rule (pages 314–321)

- 7. Why did conquering Muslim armies give Jews and Christians special treatment?
- 8. What caused the split between Sunnis and Shiites?
- **9.** How did a bureaucracy, common language, and religious practices help to unify the Umayyad Empire?

A Muslim Golden Age (pages 322–331)

- **10.** What mathematical and medical developments did the Muslims make during the Abbasid period?
- 11. Why did the Abbasids eventually lose control of the Muslim Empire?
- **12.** How did the Umayyads create a powerful kingdom in Spain?

CRITICAL THINKING

- **13. Make Inferences** To what source might Muslim leaders turn for guidance to shape their society and their government? Why?
- 14. Identify Problems What challenges did the vast size and diversity of the Muslim Empire present Muslim rulers?
- 15. Analyze Causes and Effects How did the arrival of people from other lands affect al-Andalus?



- 1. Writing Activity Imagine that you are a reporter following the Muslim army as it moves across the Arabian peninsula. Write a brief article explaining why the army was so successful in conquering lands and spreading Islam.
- Interdisciplinary Activity—
 Language Arts Use books or the Internet to research the Arabic language. Create a colorful poster that explains major features and key elements of the language.



Click here to design a Web site about the Muslim legacy in Spanish cities @ ClassZone.com



How were Muslim leaders able to spread Islam and create an empire?

Written Response Write a two- or three-paragraph response to the Essential Question. Consider the key questions in each section and specific details about the Muslim Empire. Use the rubric to guide your thinking.

RESPONSE RUBRIC

A strong response will

- discuss the role of Muhammad in establishing Islam
- identify the methods Muslim leaders used to rule the empire

Standards-Based Assessment

Test Practice

- Online Test Practice @ ClassZone.com
- Test-Taking Strategies and Practice at the front of this book

Interpret Charts The chart below shows some similarities between the Arabic and Spanish languages. Use the chart and your knowledge of world history to answer the questions that follow.

Arabic and Spanish Words				
Arabic	Spanish			
al-Andalus (Muslim Spain)	Andalusia (region in southern Spain)			
al-ruzz	arroz			
(rice)	(rice)			
al-sukkar	azúcar			
(sugar)	(sugar)			
al-zayt	aceite			
(oil)	(oil)			
al-suffah	sofá			
(raised platform)	(couch)			

- 1. Based on information in the chart, what do you think the French word sucre means?
 - A. rice
 - **B.** sugar
 - C. oil
 - **D.** couch
- 2. Which of the following is the best alternative title for the chart?
 - A. A Cultural Connection
 - B. A Word Puzzle
 - C. The Arabs in Spain
 - D. The Spanish Influence

Chapter

African Civilizations



Essential Question

What factors shaped early **African civilizations?**

Use the map and the time line to answer the following questions.

- 1. What type of vegetation covers most of the African continent?
- 2. What kind of animal was used in trade caravans crossing the Sahara?



Desert

Trans-Saharan trade is increasingly conducted by camel caravans. (camel with saddle)

1076

Muslim forces conquer Ghana.

AFRICA

The Tang Dynasty is established in China. (water container in the form of a duck) 1000

The Inca civilization develops in South America.

WORLD

334



Section •

Reading for Understanding



Key Ideas

BEFORE, YOU LEARNED

Muslim leaders spread Islam throughout the Arabian peninsula and created an empire that reached into Europe.

NOW YOU WILL LEARN

The African continent has a wide variety of landforms. Its physical geography influenced how its early civilizations developed.

Vocabulary

TERMS & NAMES

Sahara large desert in northern Africa savannas (suh•VAN•uhz) flat grasslands in the tropics or subtropics with few, scattered trees vegetation zone region that, because of its soil and climate, has distinctive types of plants Bantu-speaking peoples West African peoples who shared a language family and gradually migrated eastward and southward griots (gree•OHZ) storytellers in African civilizations

BACKGROUND VOCABULARY

kinship connection among people by blood, marriage, or adoption

animism belief that souls or spirits exist in natural objects

REVIEW

migrations processes of relocating to new regions

clans groups of people who share an ancestor specialization skill in one type of work



Visual Vocabulary griot

Reading Strategy

Re-create the chart shown at right. As you read and respond to the **KEY QUESTIONS**, use the chart to help you summarize ideas about Africa's geography and people.



See Skillbuilder Handbook, page R4.

SUMMARIZE

Topic	Summary
Africa's Diverse Geography	
The Bantu Migrations	
Life in Africa	



Africa's Geography and People

Connect to What You Know Africa is the world's second largest continent. It is large enough to include almost every type of landform. These varied landforms have shaped its history.

▲ Mask This mask was created by a Kuba craftsperson. The Kuba were a Bantu-speaking people.

Africa's Diverse Geography

V KEY QUESTION What were some of the environments that the people of Africa had to adapt to?

Regions of Africa

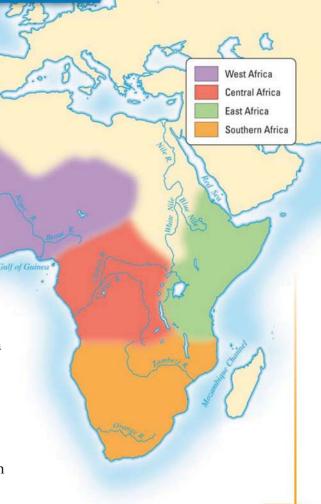
As the **Sahara**—a large desert in northern Africa—experienced desertification and dried up around 4000 B.C., people moved south. **Savannas** (suh•VAN•uhz), or flat grasslands with few trees, and rain forests covered much of west, central, and southern Africa. East Africa contained the source of the Nile River in addition to high, mountainous areas.

West Africa Three different vegetation zones make up West

section of West Africa.

Africa: desert, grasslands, and forests.

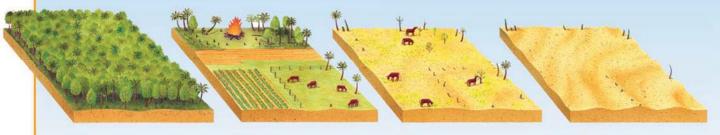
A **vegetation zone** is a region that, because of its soil and climate, has distinctive types of plants. The northern section of West Africa is part of the Sahara. The central section of West Africa is a savanna region. Savannas cover more than 40 percent of the African continent. They are mostly flat and covered with grasses, and dry seasons alternate with rainy ones. Rain forests make up the southern



Geography & History

Desertification

The expansion of dry, desertlike conditions into fertile areas is called desertification. Climate change expanded the Sahara in ancient times. Over time, human activity has contributed to the process.



- 1 Even areas lush with plant life are subject to desertification.
- 2 Farming, overgrazing, and burning wood for fuel kill dry grasses, leaving shrubs behind.
- 3 The remaining shrubs do not cover the soil as well as the grass did.
- With less vegetation covering the fertile topsoil, the topsoil eventually dries up and blows away.

CRITICAL THINKING

Draw Conclusions What impact would desertification be likely to have on people in the areas affected?

East Africa Some of Africa's most extreme landforms are found in East Africa. The Nile River, the longest river in the world, starts there. The region is also made up of mountainous terrain, including Mount Kilimanjaro, the highest peak in Africa at 19,341 feet. As you can see on the map on page 335, the Horn of Africa juts into the Indian Ocean.

Central and Southern Africa Central and southern Africa are vast regions. Because they are so large, they have a great variety of geographic features. Huge tropical rain forests cover much of central Africa. Such forests are home to thousands of species of colorful birds. In southern Africa, immense grasslands are more common. Elephants, giraffes, lions, zebras, and many other animals live in the grasslands.

The human geography of the region is also diverse. The area is home to hundreds of ethnic groups. However, many of these different peoples come from one group known as the Bantu speakers.

CATEGORIZE Describe the environments that Africans had to adapt to.

The Bantu Migrations



KEY QUESTION What was the result of the Bantu migrations?

The **Bantu-speaking peoples** were West African peoples who spoke similar languages based on a parent language now called Bantu. There are more than 450 Bantu languages. The Bantu-speaking peoples were not one group, but many groups who had similar cultures. They were farmers, herders, and ironworkers. The spread of Bantu speakers across Africa is one of the greatest **migrations** in history.

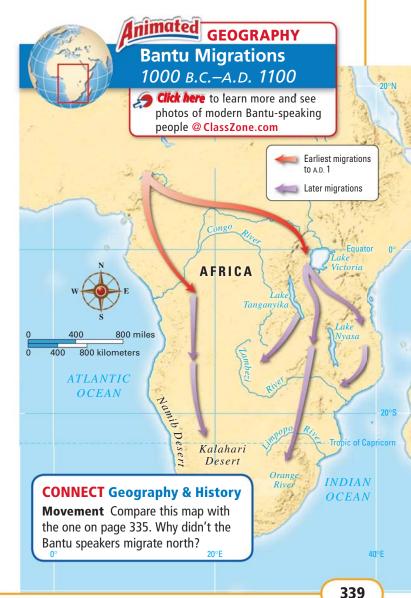
Migration Begins Starting around 1000 B.C., the various Bantu tribes began moving out of their lands near the Benue and Niger rivers in West Africa. They migrated south and east. As they moved, the Bantu speakers opened up new lands to farming and herding. This movement, called the Bantu migrations, occurred gradually over thousands of years.

Some Bantu-speaking peoples eventually settled in the rain forest along the Congo River. Some lived in small villages and farmed along the riverbanks. Later, Bantuspeaking groups moved south beyond the forest to the grasslands of southern Africa. There, they began raising cattle and growing crops. They kept their ability to work with iron, which set them apart and helped them farm.

Effects of Migration Bantu speakers adapted to new habitats as they moved throughout the continent. They moved to areas where other people already lived. The Bantu-speaking peoples exchanged ideas and customs with people in the areas they entered and intermarried with them. They shared their knowledge of ironworking and agriculture. As the Bantu speakers migrated, their languages spread.



ANALYZE EFFECTS Explain the result of the Bantu migrations.



Life in Africa



KEY QUESTION Why were oral traditions important in Africa?

Many different languages and customs are found in Africa. Still, many African cultures share certain traits. These cultures have their roots in the ancient civilizations that developed in Africa.

The Importance of Family Family relationships were important in Africa. A connection among people by blood, marriage, or adoption is called kinship. Kinship groups formed the government of many African societies. In these groups, decisions were often made by a council of the eldest members. Members of kinship groups felt lovalty to each other. Kinship groups with a common ancestor formed larger groups called clans. Clans often followed the same rules. For example, in some clans, members were not allowed to marry each other.

Work and Culture In many African villages, the way of life centered on farming. Women prepared food, cared for children, made pottery, worked in the fields, and carried water to the village. Men looked after large animals such as cattle or camels, cleared land for farming, and built houses and fences. Children often gathered firewood, helped their fathers tend the flocks, and helped their mothers clean their home.

COMPARING African Textiles

African Weaving Woven textiles play important roles in many African cultures. A design may symbolize a culture's myths or say something about the social status of the person wearing it.



Adinkra cloth originated in West Africa. Patterns and symbols are stamped onto the cloth using dyes.



Kuba cloth comes from East Africa. Weavers make the basic cloth from a palm fiber called raffia, then designs are sewn into it.



Kente cloth is a West African cloth that uses colored threads in the weaving process. Only royalty could wear certain kente patterns.

CRITICAL THINKING

Compare and Contrast What are some of the differences in the way these textiles are created?

Some people focused on specific types of work, a process known as **specialization**. For example, some craftspeople wove textiles. Others worked with metal. They created stronger agricultural tools, which helped the population grow and prosper. Finally, some people traded goods with other groups.

Image not available for electronic use. Please refer to the image in the textbook.

mated HISTORY

Modern Griots

This griot continues

through storytelling.

today @ ClassZone.com

to preserve and share African history

Click here to see a video of griots

An Oral Tradition Much of Africa had no written language for centuries. As a result, early Africans did not record a written history. Instead, they passed on their history and cultural values through a rich collection of stories. In West Africa, the storytellers were called **griots** (gree•OHZ). Griots performed for kings as well as for common villagers. Griots were important in the transmission of African history.

Griots were often part of religious rituals in which people appealed to ancestors for favor and protection. In traditional African religions, people believed their departed ancestors watched over them and could help them communicate with the universe's creator. They also believed in animism, the idea that souls existed in natural objects, such as animals, plants, or stones.



SUMMARIZE Explain the importance of oral traditions in Africa.

Section Assessment



For test practice, go to Interactive Review @ ClassZone.com

Terms & Names

1. Explain the importance of

Bantu-speaking peoples Sahara vegetation zone

Use Your Reading Notes

2. Summarize Use your completed chart to answer the following question:

What were the Bantu migrations?

Topic	Summary
Africa's Diverse Geography	
The Bantu Migrations	
Life in Africa	

Key Ideas

- **3.** What three vegetation zones make up West Africa?
- **4.** Where did the Bantu speakers migrate?
- **5.** What role did kinship play in African societies?

Critical Thinking

- **6. Compare and Contrast** How does the geography of central Africa differ from that of southern Africa?
- **7. CONNECT to Today** Do you think griots are as important to African societies today as they once were? Explain.



Tell a Story Tell a story about your family, a friend, or the history of your society to your class. Try to find a song to help you get your audience involved.

Section **2**

Reading for Understanding

Key Ideas

BEFORE, YOU LEARNED

While Africa is geographically and ethnically diverse, many African cultures share certain traits.

NOW YOU WILL LEARN

The people of West Africa built empires using the wealth gained from trade in resources such as gold and salt.

Vocabulary

TERMS & NAMES

Ghana (GAH•nuh) kingdom that existed from the 700s to the 1000s in the region between the Sahara and the forests of southern West Africa

Almoravids (AL•muh•RAHV•ihdz) North
African Islamic dynasty in the 1000s and 1100s
that tried to forcibly convert neighboring peoples

Mali West African empire established by the

Mali West African empire established by the Malinke people between the 1200s and 1500s

Sundiata (sun•JAH•tah) ruler of the Malinke people in the 1200s who greatly expanded Mali's empire **Timbuktu** city of Mali, developed by Sundiata in the 1200s as a center of trade and culture **Mansa Musa** leader of the Mali empire from

Mansa Musa leader of the Mali empire from 1312 to about 1332

Songhai West African people whose leaders built a giant empire in the 1400s and 1500s

Askia Muhammad ruler of the Songhai empire from 1493 to 1528 who expanded the empire and organized its government

BACKGROUND VOCABULARY

trans-Saharan across the Sahara **seize** to forcefully take possession of something

Reading Strategy

Re-create the chart shown at right. As you read and respond to the **KEY QUESTIONS**, use the chart to help you compare and contrast the empires of Ghana, Mali, and Songhai.



See Skillbuilder Handbook, page R8.

COMPARE AND CONTRAST

	Ghana	Mali	Songhai
Trade			
Religion			
Decline			



West African Empires

Connect to What You Know What made an empire strong? Rome had mighty armies, while the Byzantine Empire had wealth. In this section, you will learn how the West African empires of Ghana, Mali, and Songhai used trade to gain power.

The Growth of Ghana's Empire

KEY QUESTION Besides goods, what did trade bring to Ghana?

Many people farmed the region between the Sahara and the forests of southern West Africa. These people called their king *Ghana*. Eventually, the kingdom came to be known as **Ghana** (GAH•nuh). It played a key role in the trade of gold and salt.

Trade Across the Sahara Each vegetation zone in West Africa has certain types of resources. The Sahara has rich deposits of salt. Crops, such as millet, grow well on the savanna, and the land is also good for raising cattle. The southern forests hold large amounts of gold.

People in the savanna and forests of West Africa had gold but very little salt. People in North Africa had salt, but they wanted gold. As a result, a trans-Saharan trade of gold and salt developed. **Trans-Saharan** means "across the Sahara." People in the Sahara mined salt and traded it for the gold mined in West African forests. Food and enslaved persons were also traded.

To trade between the Sahara, the savanna, and the forest, people had to move goods across the desert. Trade became much easier once camels came into use, beginning around A.D. 300. Camels could cover great distances with little food or water.

Starting with a Story

Imagine that you're part of a West African camel caravan on your first trip to trade gold for salt.

Click here to listen to the story @ ClassZone.com



The Sahara The Sahara occupies about 3.5 million square miles of northern Africa. The vast desert made trade difficult for many years. ▼



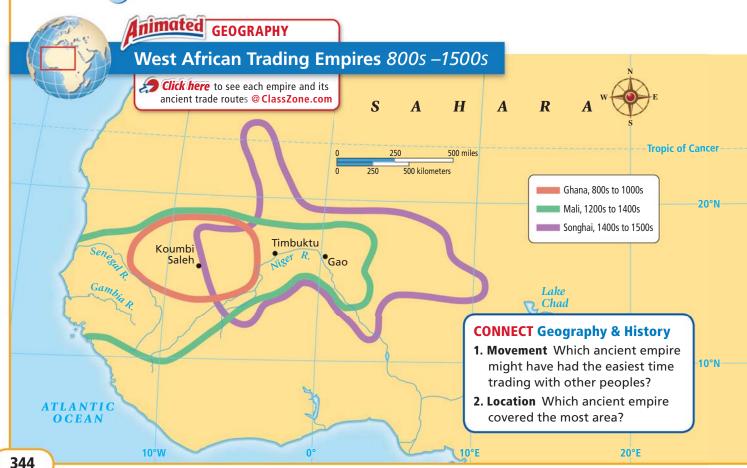
Foundation of the Empire Northern Ghana bordered the Sahara. Goods flowed through this area, and the people of Ghana supervised the trading. They kept the source of gold a secret, limiting the amount traded and increasing its value. Ghana's king gained wealth by taxing trade, which allowed Ghana to quickly expand into an empire. It conquered surrounding lands. Conquered peoples were forced to give a tribute, or payment, to Ghana's king.

Religious and Cultural Changes Most of the people who traded salt and other goods across the Sahara were from a group called the Berbers. They came from North Africa, practiced Islam, and often spoke Arabic. Berber traders introduced written language (Arabic) and Islam to West Africa, which influenced the empires there.

Some of Ghana's kings converted to Islam but still practiced aspects of their traditional religion. For example, in Ghana's traditional religion, a king's ancestry gave the him the right to rule. If the king rejected the traditional religion, he would lose this right.

Islam's influence, however, could not stop Ghana's decline. A Muslim group called the **Almoravids** (AL•muh•RAHV•ihdz) came to power in North Africa during the 1000s. They declared war on Ghana. In 1076, the Almoravids captured Ghana's capital, Koumbi Saleh.

SUMMARIZE Describe what trade brought to Ghana, besides goods.



Mali Builds on Ghana's Foundation



KEY QUESTION What led to the decline of Mali's empire?

In about 1240, the empire of Mali formed in the southern area of what had been Ghana's empire. It was founded by the Malinke (muh•LIHNG•kee) people. The Malinke were led by a great chief named **Sundiata** (sun•JAH•tah).

Sundiata Comes to Power Sundiata organized a powerful army and captured the former capital of Ghana. He expanded his empire beyond Ghana's old borders, reestablished the gold-salt trade, and expanded trade routes. Sundiata developed the city of Timbuktu as a center of trade and culture. He also supported the development of food crops, cotton farming, and cotton weaving. He combined his Islamic beliefs with his traditional religious beliefs, much as the kings of Ghana had. Sundiata was a popular ruler.

Mansa Musa Expands the Empire After Sundiata's death, Mali's rulers continued to expand the empire. In 1312, Mali's most famous king, Mansa Musa, came to power. Mansa Musa was a devoted Muslim, but he allowed his subjects to practice other religions.

In 1324, Mansa Musa began a pilgrimage to Mecca. On his pilgrimage, Mansa Musa brought 12,000 slaves, 80 camels, and 300 pounds of gold. Mansa Musa rode on horseback, with 500 slaves dressed in silk in front of him.

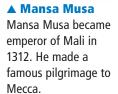
Mansa Musa's pilgrimage greatly impressed those who saw the caravan. Merchants wanted to travel to the empire of Mali, and trade increased. Mansa Musa continued to expand the empire's borders until his death around 1332.

Decline of Mali After Mansa Musa's death, his descendants argued about who should rule Mali. Internal fighting weakened the empire. Newly conquered regions began to rebel. The **Songhai**, a West African people to the east of Mali, gradually gained strength. The main Songhai city in the region, Gao, was captured by Mali in 1325. About 40 years later, the Songhai led the city to independence.

In the north, Berber nomads seized much of Mali's territory and captured Timbuktu in 1433. In the south, bandits began to raid trading caravans and military outposts. By 1500, rebels and invaders had reduced Mali's territory to the original area occupied by the Malinke people. Mali was no longer a strong empire.



ANALYZE CAUSES Explain what led to the decline of Mali's empire.



The Empire of Songhai



V KEY QUESTION What benefits did a strong leader bring to Songhai?

As you just read, the Songhai city of Gao declared its independence from Mali around 1365. Over the next several decades, the Songhai tried unsuccessfully to form a kingdom.

Songhai Expands Since 1433, the Berbers had controlled Timbuktu. In 1468, Muslim leaders of the city asked the Songhai king, Sunni Ali, to help overthrow the Berbers. Sunni Ali captured Timbuktu, drove out the Berbers, and killed many people who lived in the city. Soon Sunni Ali established a reputation as a powerful, harsh leader. He built a professional army with a fleet of war canoes. He went on to conquer neighboring lands.

The Songhai empire expanded greatly under Sunni Ali's rule. When he died in 1492, his son was declared the ruler. However, a leader named Askia Muhammad wanted to seize the throne. He and his followers felt that Sunni Ali had not practiced Islam correctly. In 1493, Askia Muhammad defeated Sunni Ali's son and became the ruler of the Songhai empire. Askia Muhammad took control of the salt mines to the north and expanded the empire's other borders. Soon the Songhai empire covered an area larger than the empire of Mali had.

History Makers

Askia Muhammad (c. 1441–1538)

Under Askia Muhammad's leadership, Songhai became a wellrun empire and a center of trade and learning. Unlike Sunni Ali, who was a warrior, Askia Muhammad was a statesman. He organized and added to the lands that Sunni Ali had conquered. But by 1519, Askia Muhammad was a half-blind old man.

In 1528. Askia Muhammad's son removed him from the throne, banished him to an island in the Niger River, and declared himself king. In 1537, one of his sons brought Askia Muhammad back to Gao, where he died the next year. His tomb remains one of the most respected shrines in West Africa. The image at right is an artist's portrayal of what Askia Muhammad might have looked like.



CRITICAL THINKING

Contrast How did Askia Muhammad differ from Sunni Ali?



Askia's Organization Askia Muhammad's greatest achievement was organizing the government of this vast empire. He began by dividing Songhai into provinces. He then put a governor in charge of each province. Askia Muhammad also appointed people as directors of finance, agriculture, army, and navy. In addition, he set up an organized tax system.

Under Askia Muhammad's rule, Islam spread throughout the empire. He sent Muslim scholars into areas that had little contact with the Islamic religion. These scholars converted many people in the cities to Islam. But in rural areas, Islamic beliefs continued to blend with traditional religious practices. For example, West Africans believed in mischievous spirits who played tricks on people. This was mixed with the Muslim belief in *djinn*, or "genies," such as the one who appeared in Aladdin's lamp in *The Thousand and One Nights*.

Songhai Falls Askia Muhammad's son removed his father from the throne. The rulers of Songhai after Askia were weak. During the 1580s, the army of Morocco raided the Songhai salt mines. Then, in 1591, Moroccan forces using firearms captured Timbuktu and Gao. Although the Songhai attempted to fight back, the empire collapsed soon after the cities were taken.



EVALUATE Explain the benefits a strong leader brought to Songhai.

2 S

Section Assessment



Terms & Names

1. Explain the importance of

Ghana Sundiata Songhai Mali Mansa Musa Askia Muhammad

Use Your Reading Notes

2. Compare and Contrast Use your completed chart to answer the following question: How were the declines of Ghana, Mali, and Songhai similar and different?

	Ghana	Mali	Songhai
Trade			
Religion			
Decline			

Key Ideas

- **3.** Who brought Islam and written language to West Africa?
- **4.** What external factors weakened the Mali empire?
- 5. How did Askia Muhammad spread Islam?

Critical Thinking

- **6. Analyze Causes** Why did some of Ghana's kings continue to practice aspects of their traditional religion after the arrival of Islam?
- **7. Make Inferences** What might have been another reason for Mansa Musa's pilgrimage, other than religion?



Make a Time Line Make a time line that shows the main events of the Mali empire. List a date for each event. Draw a picture to illustrate each entry.

Daily Life

Producing Salt

Salt production in the coastal regions of West Africa might have looked much like the scene shown here. In fact, this method of salt production is still used in parts of Africa. It is hard and exhausting work.

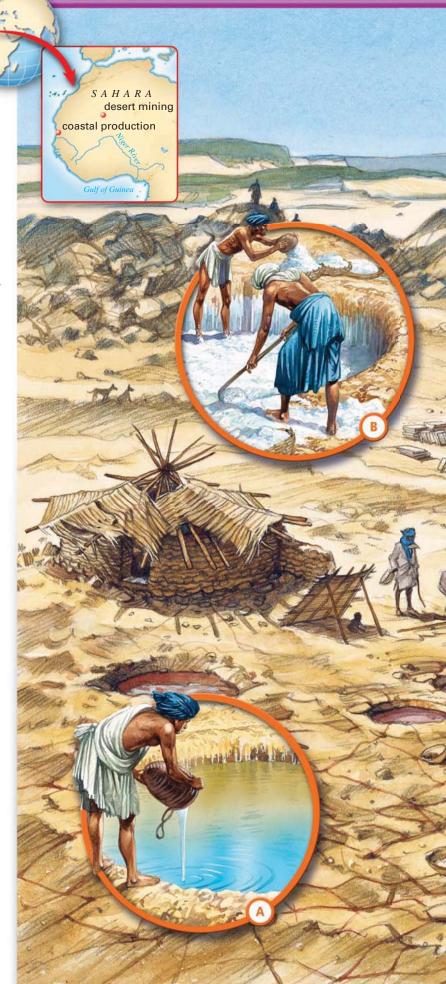
Farther into the deserts of West Africa, salt deposits were mined directly out of the ground. In cities like Taghaza, where building materials were scarce, salt bricks were used to construct buildings.

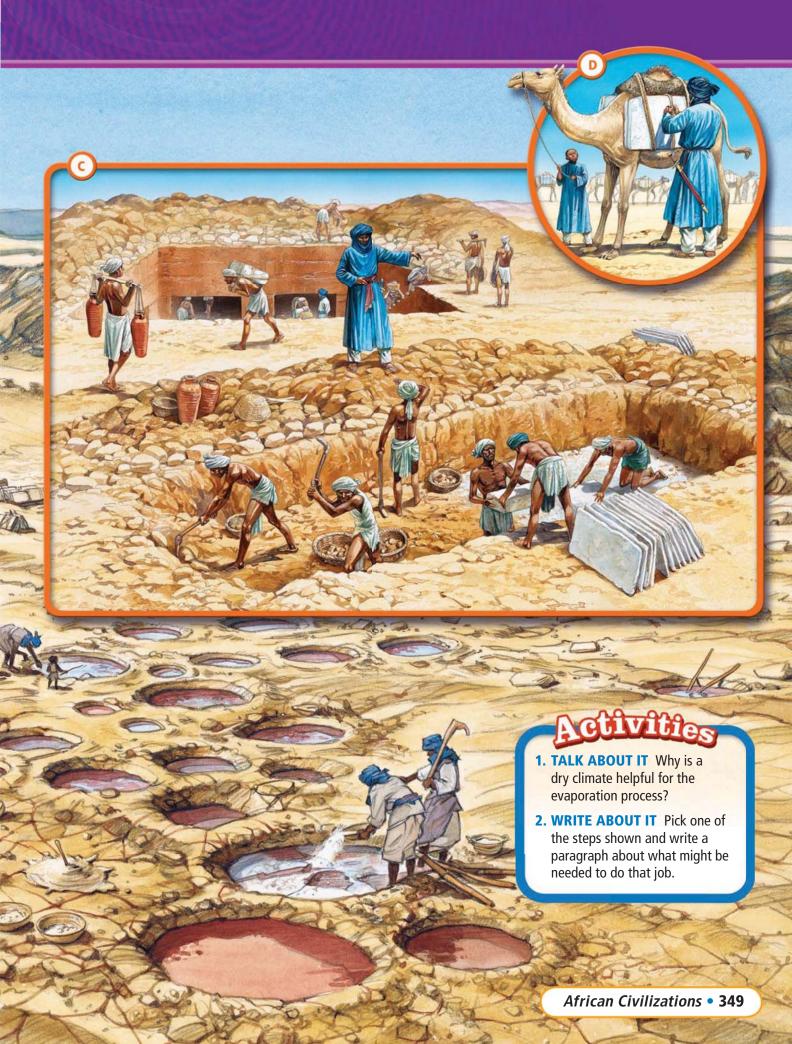
Evaporation Process

- A Pouring the Water Pits were filled with salt water from the ocean. The water evaporated and left behind salt.
- B Harvesting the Salt The salt, which was still damp, was removed from the pit. Then the salt was transported to a shaping and drying area. Once hardened, the salt was ready for transport.

Mining Process

- C Digging Up the Salt Ancient seas once covered the Sahara. When they evaporated, they left behind salt. The salt hardened over time and could be mined as you see here. Great blocks were hauled out of the mines and then split into slabs.
- D The Trade Caravan The salt slabs were loaded onto camels along with other provisions the caravan needed. If you look carefully, you can see that the men of the caravan were well armed in case they ran into bandits on the trade route. Muslim traders brought more than salt to West Africa. They also brought their religion and culture, which had a great influence on West African kingdoms.





Section 3

Reading for Understanding



Key Ideas

BEFORE, YOU LEARNED

The empires of Ghana, Mali, and Songhai used the gold and salt trade to gain wealth and power.

NOW YOU WILL LEARN

Aksum, an African kingdom and trading empire, developed south of Egypt. Bantu-speaking peoples spread across central and eastern Africa to create new kingdoms.

Vocabulary

TERMS & NAMES

Aksum (AHK•SOOM) empire along the Red Sea that controlled much of northern Ethiopia from the first to the eighth century

Kilwa ancient city-state on the eastern coast of Africa, settled by people from Arabia and Persia Swahili (swah•HEE•lee) African language that

blends Bantu and Arabic elements

Shona Bantu-speaking culture that was thriving by 1000 in what is now Botswana, Mozambique, and Zimbabwe

Great Zimbabwe (zihm•BAH•bway) central settlement of the Shona empire

Kongo a Bantu-speaking kingdom that arose in the 1300s in the Congo River region along Africa's western coast

Afonso I king of Kongo whose rule began in 1506 and who was influenced by the Portuguese

BACKGROUND VOCABULARY

hub center

REVIEW

city-states political units made up of cities and their surrounding lands

Reading Strategy

Re-create the web diagram shown at right. As you read and respond to the **KEY QUESTIONS**, use the diagram to find main ideas about the trading civilizations of eastern, central, and southern Africa.



See Skillbuilder Handbook, page R3.



Africa's Trading Civilizations

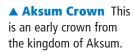
Connect to What You Know In Section 1 you learned about the Bantu-speaking peoples who spread across Africa. The kingdom of Aksum developed in East Africa some time before A.D. 50, about 1,000 years after the Bantu migrations began.

The Rise of Aksum

KEY QUESTION Why did trade become important to Aksum?

The kingdom of **Aksum** (AHK•SOOM) arose in the Horn of Africa, an area shaped like a rhinoceros horn along the Red Sea. Aksum was located in modern-day Ethiopia and Eritrea.

Perfect Trade Location Aksum's location gave it access to trade on the Red Sea, Mediterranean Sea, Indian Ocean, and the Nile River valley. Arab traders built colonies and trading posts there. Aksum became a trading **hub**, or center, from which trade spread out in many directions. Traders came from Egypt, other parts of Africa, Arabia, the eastern Mediterranean, Persia, and India. They found the location ideal for exchanging goods. Adulis (ah•DOO•lihs), a city on the Red Sea, was the kingdom's main trading port. There, traders exchanged salt, ivory, cloth, brass, iron, gold, glass, olive oil, and wine. Animal traders purchased animals such as giraffes and elephants.



Ethiopia This photograph shows present-day Ethiopia (highlighted on map), where the ancient kingdom of Aksum was located. On what landform was Aksum located?

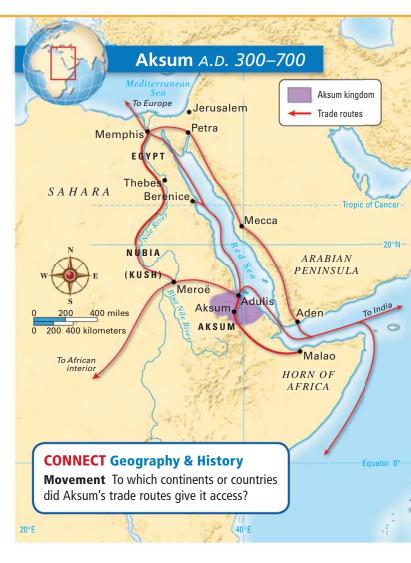
V



A Trading Nation At the beginning, Aksum was small. Then, in the A.D. 300s, a bold king added territory and built a powerful nation. Ezana (AY•zah•nah) was a strong king who rose to power in A.D. 325. First he took control of a trading colony on the coast of the Arabian peninsula. Around this time, the empire of Aksum expanded inland and along the coast of the Red Sea. As a result, the kingdom controlled a large trading network.

Aksum's Achievements

A unique culture rose in Aksum, blending influences from the Horn of Africa and southern Arabia. Among the most impressive of the kingdom's achievements were the pillars of Aksum, which builders placed around the country. They were carved from single stone slabs, some more than 100 feet tall, and celebrated great victories.



Aksum had a written language called Ge'ez (gee•EHZ). Arabian migrants brought the language to Aksum. Ge'ez became the basis for three languages used in Ethiopia and Eritrea today—Amharic, Tigrinya, and Tigre.

To adapt Aksum's rugged landscape for farming, farmers built terraces, or leveled-off areas of land. Terraces hold moisture better than hilly land. Terraced farming increased Aksum's farmable land.



DRAW CONCLUSIONS Explain why trade became important to Aksum.

East Africa and Islam



KEY QUESTION How did Muslims influence the development of East Africa?

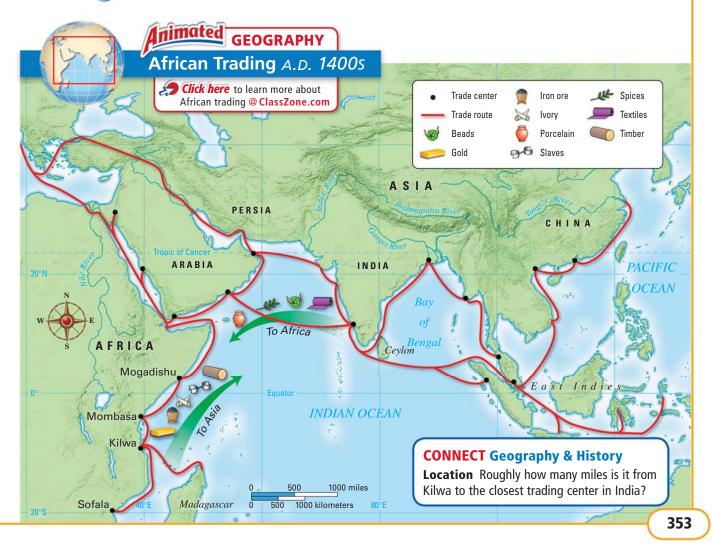
By 1100, large numbers of Bantu-speaking peoples had migrated across central Africa toward the eastern coast. In East Africa, the Bantu speakers built thriving farming villages and trading outposts.

Coastal City-States Emerge East African merchants exchanged goods across the Indian Ocean with traders from Arabia, Persia, and India. By the 1200s, a network of trading towns and **city-states** dotted the coast. One of the most important was **Kilwa**, founded by settlers from Arabia and Persia in the late 900s. African merchants sent their goods to Kilwa, where Asian merchants bought them.

The Influence of Islam Kilwa was one of several African city-states with Arabic ties. As trade across the Indian Ocean increased, Arab traders settled in numerous East African port towns. As a result, coastal Africans borrowed some aspects of Arab culture.

One result of the cultural interaction between Arabs and Africans was the creation of a new language, known as **Swahili** (swah•HEE•lee). Swahili developed as a Bantu language that borrowed many words from Arabic. Arabs also introduced their religion, Islam, to East Africa. Africans who converted to Islam tended to be middle-class traders, wealthy merchants, and government officials. These leaders introduced Islamic ideas about government and law.

A FIND MAIN IDEAS Explain how Muslims influenced East Africa.



The Shona and Great Zimbabwe



V KEY QUESTION How did Great Zimbabwe gain control of the gold trade?

Further inland from the coastal cities, other Bantu groups were establishing powerful empires based on one of the region's most precious and profitable resources: gold. During the 800s, a Bantuspeaking people called the **Shona** settled in the valley of the Limpopo River in southern Africa. By 1000, they had moved onto an area of rich farmland between the Zambezi and Limpopo rivers. There, the Shona established a thriving empire.

Shona Empire The empire that the Shona carved out of the grasslands of southern Africa consisted of numerous zimbabwes (zihm•BAH•bways), or settlements encircled by large stone walls. The term zimbabwe comes from a Shona phrase, dzimba dza mabwe, which means "houses of stone." The ruins of about 150 such structures are scattered throughout the present-day southern African countries of Botswana, Mozambique, and Zimbabwe.

Great Zimbabwe The largest of the Shona settlements was known as **Great Zimbabwe**. It was the center of the Shona empire. The city and its surrounding area covered more than 100 acres and had a population of 10,000 to 20,000 people. Geography played an important role in Great Zimbabwe's rise. The region was surrounded by huge plains that the Shona used for farming and cattle raising. Great Zimbabwe was also located near key trade routes.

There are three main sections of Great Zimbabwe: the Valley Ruins, the Hill Complex, and the Great Enclosure. The Great Enclosure is the largest and most significant of these sections. Archaeologists think that the Great Enclosure was used as a home for kings and queens.

From the air, the Great Enclosure looks like a giant necklace. Its outer wall is about 820 feet around and rises as high as 36 feet. An inner wall runs along part of the outer wall. The two walls form a narrow passageway that leads to a 33-foot-high cone-shaped tower. The tower's purpose remains a mystery. At one time, the enclosure contained elaborate buildings constructed of daga—brick made from mud or clay.

Shona builders cut stone blocks for the Great Enclosure's walls from the granite hills around the city. They carved the blocks with such precision that nothing was needed to hold them in place. Many of the Great Enclosure's walls are as smooth as a modern brick wall. The most elaborate walls probably date from the 1300s and 1400s.

CONNECT Geography & History

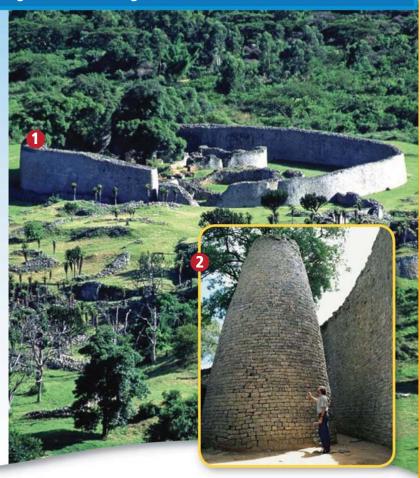
Great Zimbabwe

The largest remaining section of Great Zimbabwe is called the Great Enclosure. Its maximum diameter is about the length of a football field, and its walls are about 36 feet high.

- Scholars believe kings and queens lived in the Great Enclosure, while farmers and workers lived outside.
- A passage between the outer and inner walls leads to a 33-foot cone-shaped tower. Historians speculate that it may have had religious purposes.

CRITICAL THINKING

Draw Conclusions What conclusions can you draw about Great Zimbabwe society from the ruins of the Great Enclosure?



Gold, Trade, and Decline Great Zimbabwe became an influential center of wealth and power due to the trade routes that passed through the city. The key product that traveled along these routes was gold. Gold was one of the main goods traded between Africa and the lands of India and China. Great Zimbabwe did not produce gold. However, it stood between the gold-producing regions to the west and the trading cities along the eastern coast.

As a result, Great Zimbabwe's leaders could tax those traveling the routes. They could also demand gold from the region's less powerful leaders. The city became the center of the international gold trade. Scholars estimate that at its peak, travelers carried more than 2,000 pounds of gold through Great Zimbabwe every year.

During the 1400s, Great Zimbabwe began to decline. Some historians say that drought and the overuse of grazing land caused a resource shortage. Others argue that people left to take advantage of shifting trade networks. Whatever the reason, Great Zimbabwe was abandoned by 1500.

SUMMARIZE Explain how Great Zimbabwe gained control of the gold trade.



▲ Gold Specimen This piece of gold was taken from an old mine in southern Africa.

Kongo and Portugal

KEY QUESTION How did interaction with Portugal affect Kongo?

Many Bantu-speaking groups migrated from west-central Africa throughout the southern part of the continent. In the 1300s, Bantu speakers known as the Kongo settled along the western coast.

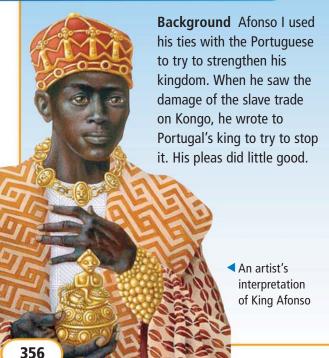
The Growth of Kongo The Kongo settled just north of the Congo River, which flowed for nearly 3,000 miles to the Atlantic Ocean. The Kongo took advantage of the area's fertile soil, iron and copper ore, good fishing, and the transportation possibilities of the Congo River. By the 1400s, the Kongo had moved south of the Congo River and imposed their rule over the region's inhabitants. The territory they now held became a mighty kingdom known as **Kongo**. The center of the Kongo kingdom was its capital city, Mbanza. From there, the Kongo rulers ran a highly organized and profitable kingdom.

Kongo and Portugal As the Kongo kingdom thrived, great changes were taking place throughout the world. In Europe, the 1400s marked the beginning of the Age of Exploration, a time when European expeditions sailed the oceans to explore new lands. Portugal, a small country west of Spain on the Atlantic Ocean, led the way. In the early 1480s, Portuguese explorers sailed down the western coast of Africa and encountered the Kongo kingdom. This interaction would bring many changes and eventually great difficulties for Kongo.



▲ Kongo Figure
This wooden sculpture
portrays a leader of the
Kongo kingdom.

Primary Source



▶ from Letters to the King of Portugal

By Afonso I

[M]erchants are taking every day our natives, sons of the land and the sons of our noblemen and vassals and our relatives, because the thieves and men of bad conscience grab them . . . and get them to be sold; and so great, Sir, is the corruption . . . that our country is being completely depopulated. . . . That is why we beg of Your Highness to help and assist us in this matter, . . . because it is our will that in these Kingdoms there should not be any trade of slaves nor outlet for them.

DOCUMENT-BASED QUESTION

Why does Afonso I want the slave trade with Portugal to stop?

Trade and Slavery Early relations between Portugal and Kongo were good. Kongo traded copper, iron, and ivory to Portugal. In return, Kongo received guns, horses, and manufactured goods.

Portuguese influence increased when Nzinga Mbemba became ruler of Kongo in 1506. The new king took the European name **Afonso I** and copied many Portuguese ways. He learned to read and write Portuguese. He made Roman Catholicism the official religion. He also altered Kongo's political system to reflect European traditions.

Early in their trade relationship, Kongo had begun supplying the Portuguese with enslaved Africans. The Portuguese wanted enslaved persons to work the lands they had conquered, such as Brazil and the island of São Tomé off the west coast of Africa. In exchange, Kongo rulers received European goods they desired. However, as Portugal's demand for slave labor grew, the slave trade began to drain West Africa's population. Afonso urged the Portuguese king to stop, but his pleas did little good. By the time Afonso died in 1543, the Portuguese were enslaving thousands of Africans each year. In 1561, the Kongo kingdom cut itself off from Portugal.

The Kongo kingdom experienced instablity after Afonso's death. Unable to win a war with a neighboring kingdom, Kongo asked the Portuguese for help. The kindgom slowly stabilized in the early 1600s.



ANALYZE EFFECTS Explain how interaction with Portugal affected Kongo.

3 Section Assessment



Terms & Names

1. Explain the importance of

Aksum Swahili Great Zimbabwe Kilwa Shona Afonso I

Use Your Reading Notes

2. Find Main Ideas Use your completed web diagram to answer the following question:
What were some of Aksum's major achievements?



Key Ideas

- 3. How did Ezana expand Aksum's power?
- **4.** What factors might have led to the decline of Great Zimbabwe?
- **5.** How did the early relations between Kongo and Portugal benefit both groups?

Critical Thinking

- **6. Make Inferences** What do the characteristics of the Great Enclosure say about how the people of Great Zimbabwe viewed their rulers?
- 7. Analyze Causes and Effects How did Portuguese culture influence the Kongo kingdom?

Activity

Internet Activity Use the Internet to find statistics about trade in the Indian Ocean today. Then present your information in a chart, table, or other graphic. **INTERNET KEYWORD:** *Indian Ocean trade*

Chapter 2 Assessment

Interactive (**) Review



Material Series To access s, flipcards, crosswords, and review notes online @ ClassZone.com

African Civilizations

Geography

- Africa's diverse geography shaped the development of its many cultures.
- The Sahara was a challenge for traders.

Culture

- Oral tradition preserved history and culture.
- Family structures were very important.

Economics

- Trading empires arose all over the continent.
- Gold and salt made the empires wealthy.

Government

- Individual power came from strong kinship ties.
- Kingdoms faced Muslim and European influence.

Belief Systems

- Muslim traders brought Islam to Africa.
- Africa had a mix of native religions and Islam.

VOCABULARY

Explain why the words in each set below are linked with each other.

- 1. griots and kinship
- 2. vegetation zone and saial
- 3. Kublai Khan and Marco Polo
- 4. maritime and Zheng Hea

KEY IDEAS

Africa's Geography and People (pages 336–341)

- **5.** How did desertification influence the movements of African peoples?
- **6.** How long did the Bantu migrations last?
- 7. What do African oral traditions preserve?

West African Empires (pages 342–349)

- 8. How did trans-Saharan trade caravans influence Ghana's religion and culture?
- **9.** How did Mali build on Ghana's empire?
- **10.** How did Askia Muhammad organize the government of Songhai?

Africa's Trading Civilizations (pages 350–357)

- **11.** Why was Kilwa an important city-state?
- **12.** How was gold central to the growth of **Great Zimbabwe?**
- 13. What caused relations between Kongo and Portugal to become strained?

CRITICAL THINKING

- 14. Analyze Effects What effect did keeping the source of West African gold secret have on the price of gold?
- 15. Evaluate How did Great Zimbabwe use its influence over its neighbors to its benefit?
- **16. Form and Support Opinions** Did European interaction benefit Kongo or not? Explain.



- 1. Writing Activity Imagine you are a merchant in North Africa who sees Mansa Musa's pilgrimage to Mecca. Write a paragraph describing it. Use the Internet and your library to research your document.
- 2. Interdisciplinary Activity—Math Find the price of an ounce of gold today. Choose five of your favorite things to buy and create a table showing how many of each you could buy with an ounce of gold.



ONLINE ACTIVITY

Click here to create a multimedia presentation comparing Africa's vegetation zones @ ClassZone.com



Answer the ESSENTIAL QUESTION

What factors shaped early African civilizations?

Written Response Write a two- or three-paragraph response to the Essential Question. Consider the key ideas of each section and details about specific African civilizations that you read about. Use the rubric to guide your thinking.

RESPONSE RUBRIC

A strong response will

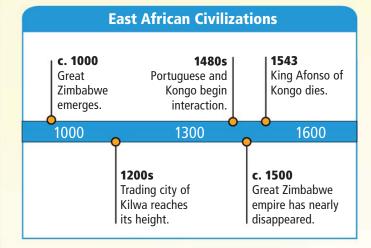
- discuss how Africa's civilizations interacted with the continent's diverse geography
- identify cultural and economic influences and consider their effects on African civilizations

Standards-Based Assessment



- Online Test Practice @ ClassZone.com
- Test-Taking Strategies and Practice at the front of this book

Sequence Events Use the time line below to answer the questions.



- 1. About how long did the civilization of **Great Zimbabwe last?**
 - **A.** 250 years
 - **B.** 500 years
 - **C.** 750 years
 - **D.** 1,000 years
- 2. Which of the following took place closest to the time that Portugal and Kongo began interacting?
 - A. Great Zimbabwe arose.
 - **B.** Kilwa reached its height.
 - **C.** Great Zimbabwe disappeared.
- 2. Which rivers are connected by the **Grand Canal?**
 - A. Huang He and Wei
 - B. Wei and Chang Jiang
 - **C.** Chang Jiang and Huang He
 - **D.** Wei, Chang Jiang, and Huang He

Chapter

American Civilizations



Essential Question

How did successful food production help the development of complex societies in the Americas?

CONNECT A Geography & History

Use the map and time line to answer the following questions.

- 1. A society in the Americas was emerging just as a society in Europe was collapsing. Name the two societies.
- 2. Did the Aztec empire still exist when the Ottomans captured Constantinople? Explain.



Olmec, 1200-400 B.C.



AMERICAS

1200s B.C.

Olmec civilization emerges. (Olmec jade figurine)



A.D. 250

Classical period of Maya begins.

1200 в.с

A.D. 100

A.D. 400

WORLD

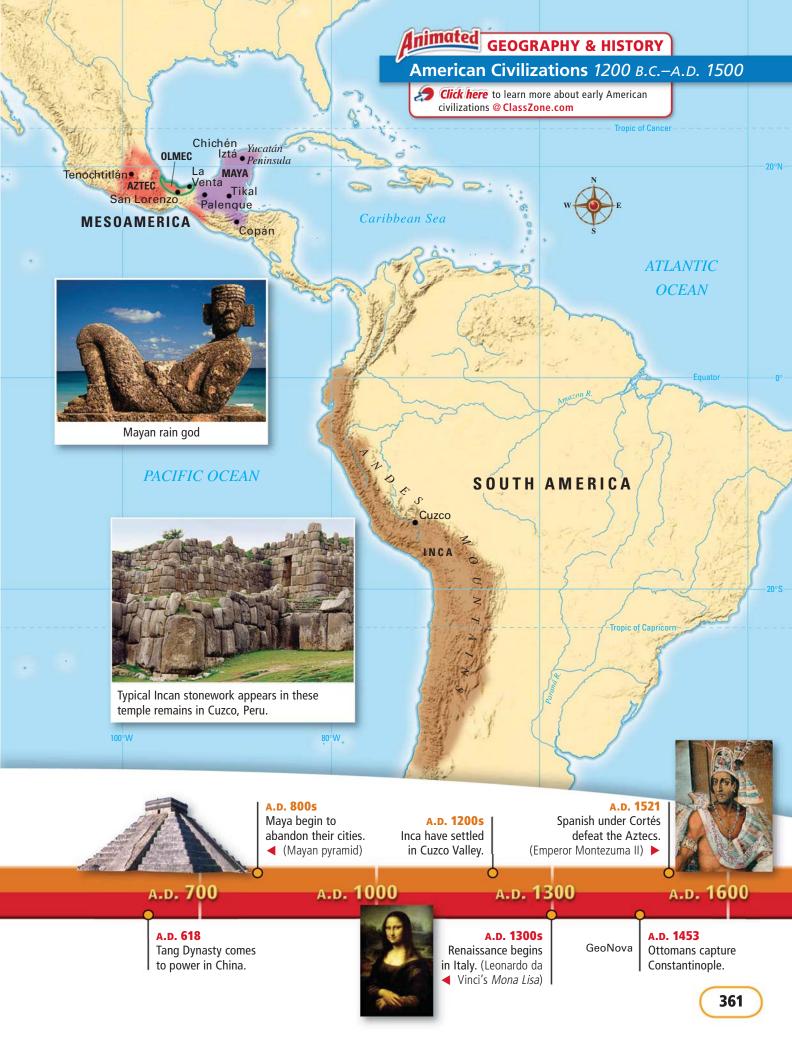
1200 B.C.

Mycenaean Greek civilization collapses.



Kingdom of Aksum emerges in East Africa. (Aksumite stele)





Section 4

Reading for Understanding

Key Ideas

BEFORE, YOU LEARNED

The geography of certain regions, such as Mesopotamia and Egypt, played an important role in the development of civilizations.

NOW YOU WILL LEARN

The unique geography of the Americas had a direct influence on where and how civilizations developed there.

Vocabulary

TERMS & NAMES

tropical having a warm and rainy climate **Mesoamerica** region that includes the central and southern parts of Mexico and much of Central America

Yucatán Peninsula (Yoo•kuh•TAN) area of dense jungle in southeastern Mexico, extending into the Gulf of Mexico and the Caribbean Sea slash-and-burn agriculture type of agriculture in which land is prepared for planting by cutting down and burning natural vegetation

REVIEW

isthmus a narrow strip of land that connects two larger landmasses



Visual Vocabulary isthmus

Reading Strategy

Re-create the Venn diagram shown at right. As you read and respond to the **KEY QUESTIONS**, use the diagram to help you record the similarities and differences between the geographies of the Andes region and Mesoamerica.



See Skillbuilder Handbook, page R8.



The Geography of the Americas

Connect to What You Know Which do you like best the mountains, the shore, the desert, or the plains? You can find all of these regions in North America. In this section, you will compare the geography of North America with that of South America.

Physical Geography of the Americas

V KEY QUESTION What are the major river systems of North and South America?

Look at the map of North America and South America on page 364. Notice that the continents are connected. A narrow land bridge called an **isthmus** links them. But the geographies and climates of the two continents are very different.

Landforms and Rivers Mountains run along the western parts of both continents. North America has a north-south mountain range called the Rocky Mountains. It is part of a chain of mountains that stretches nearly unbroken from Alaska to the middle of Mexico. South America has a mountain range called the Andes. The Andes stretch for over 5,500 miles and have many high peaks.

Water flows down these ranges to the continents' great rivers. The major river system of North America is the Mississippi. The Amazon and Paraná (PAR•uh•NAH) rivers are the major systems of South America.

▲ Quetzal Bird

Mayans used the feathers of the quetzal (keht • SAHL) bird to decorate the ceremonial robes of kings and priests.

Amazon River

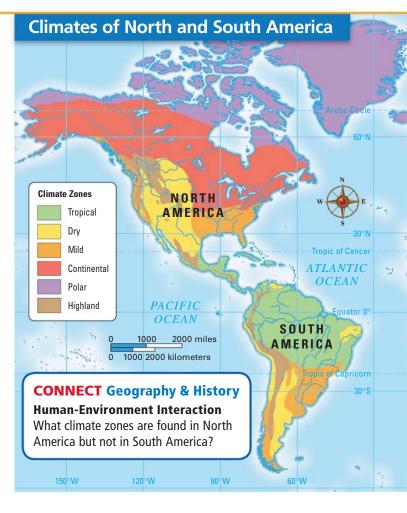
At about 4,000 miles long, the Amazon River is the second longest river in the world. It covers roughly the distance from New York City



A Variety of Climates The locations of the two continents have an impact on their seasons. North America lies north of the equator. Most of South America lies south of it. As a result, the seasons are reversed. When it is summer in North America, it is winter in South America—and vice versa.

The locations of the continents also affect their climates. Much of North America has a mild or dry climate, with four distinct seasons. Few people live in northern Canada, where the climate is very cold.

South America also has a wide range of climates. In addition, much of the continent receives a great deal of rainfall. In fact, about half of South America is warm and rainy. These warm, rainy areas are called **tropical** zones. Some areas



of North America are also tropical. These areas lie mostly in Central America. The people who built ancient civilizations in this part of Central America learned to live and thrive in its tropical climate.

CATEGORIZE Name the major river systems of North and South America.

Geography of the Andes



KEY QUESTION Why is the Andes' environment thought to be harsh?

Ancient civilizations developed on both continents. Some arose high in South America's Andes Mountains. The Andes extend from Venezuela in the north to Chile at the southern tip of the continent. They consist of high plateaus and even higher peaks.

Tall Peaks The peaks of the Andes are the highest in the Americas. Many are over 20,000 feet, or almost four miles high. The highest elevations are covered only by a thin, stony soil.

The Andes are located along an area where there is violent movement deep within the earth. This movement causes earthquakes and can lead to volcanic activity. The climate is also severe. At high altitudes it freezes, and in many places rainfall is unpredictable. **High Plateaus** Over a long stretch of the Andes, the mountains split into two ranges. A large group of high plateaus lies between them. This area is filled with hills, valleys, plains, and deserts. A few large rivers water the area. But in the high desert regions, rain almost never falls.

As you might imagine, farming presents a challenge in the Andes. To grow their food, farmers in ancient Andean civilizations developed irrigation canals. These canals carried water to the potatoes and other crops the farmers grew. Andean farmers also cut terraces into mountainsides to produce level land for planting. Terracing divides a mountainside into huge, flat steps. (You'll learn about terraced farming in China in Chapter 14.)

Today, herders use the natural pasture areas of the plateaus to raise cattle and sheep. They also raise llamas and alpacas, which are smaller relatives of the camel. These animals are native to South America. They're raised mostly for their wool and for use as pack animals—to carry heavy loads in the steep terrain.

Machu Picchu The Incan city of Machu Picchu sat nestled between two mountain peaks in the Andes, about 8,000 feet above sea level. ▼

EVALUATE Explain why the Andes are considered to have a harsh environment.



COMPARING Geography **Elevation Natural Vegetation Modern Land Use** Tierra Helada above mountain grasses, mosses animal grazing (Frozen Land) 10,000 feet 7 Tierra Fria 6.000 cloud forest (forest near wheat, apples, (Cold Land) 10,000 feet mountain peaks with almost potatoes, barley constant cloud cover) Tierra Templada 3.000wet forest corn, cotton, coffee, (Temperate Land) 6,000 feet citrus fruits **Tierra Caliente** sea leveldry forest cacao, bananas, (Hot Land) 3.000 feet sugar cane **CRITICAL THINKING Draw Conclusions** Which zones are the most productive for growing crops?

Geography of Mesoamerica

KEY QUESTION How do the geography and climate of Mesoamerica contrast with those of the Andes?

Ancient civilizations arose in North America in a region called **Mesoamerica**. Mesoamerica includes central and southern Mexico and the Central American countries of Guatemala, El Salvador, Belize, and parts of Honduras and Nicaragua. In contrast with the Andes Mountains, Mesoamerica has a much higher percentage of lowland territory, as well as a milder climate.

The Land of Mesoamerica Most of the land in the northern part of Mesoamerica is highland. Mountain ranges run near both the Pacific coast and the coast of the Gulf of Mexico. These ranges are no match for the Andes in height or steepness, however. A high plateau stretches between the two ranges. It is the largest geographical feature of this region. The central plateau, in the area of Mexico City, is mostly flat and has plenty of fertile soil. This area is home to the "breadbasket of Mexico," where much of the country's grain is grown.

Tropical lowlands hug the coast of the Gulf of Mexico. These are areas of dense, steamy jungle. Areas of dense jungle are also found on the **Yucatán Peninsula** (YOO•kuh•TAN), which lies between the Gulf of Mexico and the Caribbean Sea.

Climate Rainfall varies greatly throughout the region. It can rain more than 80 inches a year in the steamy lowlands, providing a good environment for palm, avocado, and cacao trees. Climbing toward the highlands, however, the air becomes cooler and drier. The central plateau region receives enough rainfall to support the growing of various grains. In the northern regions, there is much less rainfall.

Early Mesoamerican farmers had to develop advanced practices to deal with their local climates. In the dry highlands, farmers irrigated their fields, which produced corn,

beans, and squash. They also terraced the land where there were no large, flat areas. In the lowlands, farmers practiced **slash-and-burn agriculture**. They cleared a patch of jungle by cutting back vegetation and burning it. When the field became less productive, farmers began again with a new piece of land.



COMPARE AND CONTRAST Compare and contrast the geography and climate of Mesoamerica with those of the Andes.



CONNECT to Today

▲ Mayan Market

In this market in the highlands of present-day Guatemala, Mayan farmers sell many of the same products that their ancestors have grown for over 3,000 years.

1

Section Assessment



ONLINE QUIZ

For test practice, go to Interactive Review @ ClassZone.com

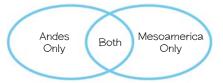
Terms & Names

1. Explain the importance of

tropical Yucatán Peninsula Mesoamerica slash-and-burn agriculture

Use Your Reading Notes

2. Compare and Contrast Use your completed Venn diagram to answer the following question: How is the geography of the Andes and Mesoamerica similar?



Key Ideas

- **3.** Why are the seasons reversed in North America and South America?
- **4.** Why is farming a challenge in the Andes?
- **5.** How did farmers grow crops in the rainy lowlands of Mesoamerica?

Critical Thinking

- **6. Draw Conclusions** Why did farmers in the Andes and in Mesoamerica develop advanced agricultural techniques?
- CONNECT to Today Give an example of how geography and environment shape life today. Explain.



Make a Physical Map Trace a map showing Mesoamerica and the western coast of South America. Label the major landforms, bodies of water, and regions in both places. Use a legend to identify any symbols or colors on the map.

Section **2**

Reading for Understanding

Key Ideas

BEFORE, YOU LEARNED

The physical geography of the Andes region is rugged and often harsh. Mesoamerica's geography, on the other hand, is somewhat milder.

NOW YOU WILL LEARN

Great civilizations grew from the fertile lands of Mesoamerica. More surprisingly, a vast empire arose amid the steep slopes of the Andes.

Vocabulary

TERMS & NAMES

Olmec earliest major Mesoamerican culture, which flourished from 1200 to 400 B.C.

mother culture a culture that shapes and influences the customs and ideas of later cultures

Maya Mesoamerican civilization that reached its height between A.D. 250 and 900

codex type of book used by early Mesoamerican civilizations to record important historical events tribute payment made in return for protection

Montezuma II last Aztec emperor, who ruled from A.D. 1502 to 1520 and was overthrown by the Spanish

Pachacuti (PAH•chah•KOO•tee) ninth Inca ruler, who came to power in A.D. 1438 and expanded the Incan empire

chasquis (CHAHS•kees) runners who carried messages up and down the length of the Incan empire

BACKGROUND VOCABULARY

steles (STEE•leez) ancient carved stone markers that call attention to important dates or events

REVIEW

civil war armed conflict between two groups in the same country

Reading Strategy

Re-create the web diagram shown at right. As you read and respond to the **KEY QUESTIONS**, use the diagram to help you identify the most important facts about the Olmec, the Maya, the Aztec, and the Inca.



See Skillbuilder Handbook, page R3.



Central and South **Americans**

Connect to What You Know The Americas have a varied natural environment. In this section, you will learn how four major civilizations grew in these fertile lands.

The Olmec

V) **KEY QUESTION** Why are the Olmec thought to be a Mesoamerican mother culture?

About 3,200 years ago, a group of people called the **Olmec** lived along the Gulf Coast of what is now southern Mexico. Theirs was the first major culture to develop in Mesoamerica.

The Olmec were much like other early civilizations. They began by farming near rivers that often flooded and left rich, fertile soil. With a reliable supply of food, some Olmec were free to do other work. Some became potters or weavers, while others became priests or administrators.

By 900 B.C., the Olmec had built the great cities now called San Lorenzo and La Venta. These cities were centers of Olmec art and trade. The Olmec had raised mounds and huge stone monuments used for religious ceremonies.

Around 500 B.C., the Olmec began to abandon their cities. The reasons for this remain unclear. By 400 B.C., the Olmec civilization had largely disappeared. But Olmec

beliefs and ways continued to influence greater Mesoamerican culture for many years to come.

Many historians consider the Olmec to be Mesoamerica's mother culture. A mother culture is a way of life that strongly influences later cultures. Olmec art, architecture, religion, and trade helped shape later cultures such as the Aztec and especially the Maya.

EVALUATE Explain why the Olmec are considered to be a mother culture.

Starting with a Story

As you watch the crowning of the new king of the Mayan city Palengue, all is well. But is the city's future as bright as it seems?

Click here to listen to the story @ ClassZone.com



Olmec Stone Head

This stone head, located at La Venta, weighs 20 tons. How the Olmec moved the stones from quarries over 50 miles



The Maya



KEY QUESTION How was the Mayan class system structured?

The **Maya** consisted of groups of Mesoamerican peoples who spoke various forms of the Mayan language. Their culture shared many of the artistic and monumental forms of the Olmec.

Mayan Society Develops Around 1500 B.C., small Mayan agricultural villages began to appear. The Maya lived in highland and lowland areas of what are now Guatemala and Belize, and in the Yucatán Peninsula of Mexico. As with the Olmec, successful farming led to a larger population, the development of cities, and more specialized workers. This division of labor in Mayan society led to the development of a class system. There were four broad social classes in Mayan society: the ruling class, the nobility, peasants, and slaves.

The ruling class was made up of kings and their families. Kings governed each of the Mayan cities. (At the height of the Mayan civilization, more than 40 of these cities existed.) Kings also performed the religious duties of priests.

CONNECT to Math

Mayan Mathematics The Maya developed the most sophisticated number system ever conceived in the Americas. Do some research on the Mayan number system in books and on the Internet to help you with this activity.

Count the Mayan Way

Use the Mayan number system to create and solve math problems.

- Working in a group, create ten math problems using Mayan numbers. Include addition, subtraction, multiplication, and division problems. The answer to each problem should not exceed 20.
- 2 Write the problems on a piece of paper, leaving blank spaces for their solutions. For example:

3 Trade your problems with another group, and try to solve their problems with your group members. Hand back your answers for checking.



Mayan nobles were educated and wealthy and likely worked as scholars, warriors, and merchants. They are better than peasants. In fact, some foods, such as chocolate, were reserved for the nobility alone.

Peasants, who made up the vast majority of the population, lived very differently from the nobles. Most were farmers who lived in small villages near the cities. They grew crops such as corn, beans, squash, and chili peppers. Mayan farmers used a variety of techniques to grow their crops. For instance, in the highlands, they increased the land available for farming by building terraces. Slaves were mostly criminals, people captured in war, and orphans. Slaves were owned by all other classes in Mayan society.

Mayan Cities During the Classical period, between

A.D. 250 and 900, Mayan civilization reached its peak. The numerous Mayan cities, such as Copán, Tikal (tee•KAHL), and Palenque (pah•LEHNG•keh), displayed magnificent architecture. Each contained plazas, palaces, and pyramids topped by temples. Many cities also had large stone monuments called steles (STEE•leez). On these steles, the Maya carved glyphs that represented important dates and great events.

Advances in Learning The Maya developed a complex writing system that used glyphs. They wrote glyphs on paper made from bark. This paper was screen-folded to form a book called a **codex**. Few of these books still exist. (See Primary Source: Aztec Codices, on p. 373.)

Mayan mathematics were based on the number 20. Our system, by contrast, is based on 10. The Maya were one of the first peoples to use the zero. By using their math system, the Maya made great advances in astronomy. For example, they accurately charted the orbit of the planet Venus. Their knowledge allowed them to produce an accurate calendar system. This system helped the Maya time their planting and harvesting and allowed them to keep precise records.

A Mysterious Downfall In the 800s, the Maya began to abandon their cities in the southern lowlands. At the same time, their population declined sharply. The reasons for this decline are a mystery. Possible causes include famine that resulted from decades of overfarming or warfare among cities. By the 1400s, the cities in the northern lowlands and the highlands had been abandoned too.

FIND MAIN IDEAS Name and describe the different parts of the Mayan class system.

▲ Mayan Burial Mask

The Aztecs



KEY QUESTION What brought about the fall of the Aztec empire?

The Aztecs were once nomadic hunters and gatherers. They lived in what is now the northwest desert of Mexico. In the late A.D. 1200s, they began to move south. Eventually, they came upon the Valley of Mexico.

Settling in the Valley of Mexico Aztec legend said that they would find their new home where they saw an eagle perched on a cactus. In 1325, they found such a place. It was an island in a large lake. There they built their capital, Tenochtitlán (teh•NOHCH•tee•TLAHN).

The lands around Tenochtitlán were swampy or mountainous not ideal for farming. The Aztecs adapted by constructing *chinampas*, or raised garden beds, on the lake. (See Animated History on pages 376-377.) With a plentiful food supply, the population of Tenochtitlán grew. At its height, it reached about 250,000 people.

Aztec Religion and Culture Aztec life was dominated by religion.

This religion was based on the worship of agricultural gods. The Aztecs believed in about 1,000 gods. The most important ceremonies were held to ask the gods for a good harvest.

The Aztecs produced two separate calendars by studying the sun, the stars, and the planets. One calendar was agricultural. It predicted planting and harvesting times. The other was a religious calendar that set the times for the many public ceremonies each year.

Tenochtitlán Markets

This mural shows goods of all kinds—including foods, textiles, and building materials. How are some modern stores like the Tenochtitlán market?



Image not available for electronic use. Please refer to the image in the textbook.

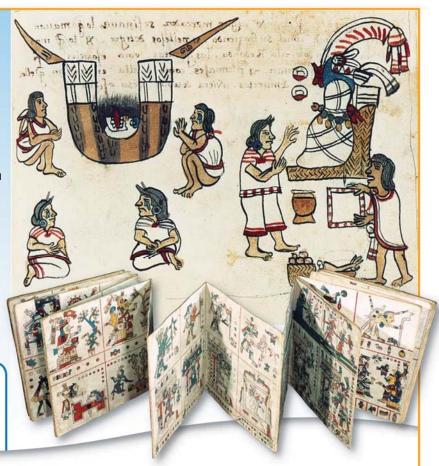
Primary Source

Aztec Codices

Background Aztec codices are illustrated books. Brightly painted pictures cover both sides of these long folded sheets of bark or deerskin. Each codex illustrates scenes from Aztec life or contains official government records. There were once hundreds of these codices, but many have been destroyed. The panel at right shows the funeral of a noble (wrapped in a cloth, top right). His family prepares him for the afterlife.

DOCUMENT-BASED QUESTION

How might you tell from the picture that the deceased was a noble?



For the most part, the Aztec writing system did not represent the sounds of the spoken language. Instead, it used pictures and symbols, called glyphs, to represent words and ideas. The Aztecs produced codices in a written language made up of glyphs. Each codex was filled with colorful pictures detailing everyday life in Aztec society. Historians have learned much about the Aztecs from these records.

The Empire's Rise and Fall By the early 1500s, the Aztec empire stretched from the Gulf of Mexico to the Pacific Ocean and from the Valley of Mexico to what is now Guatemala. Up to 12 million people lived under Aztec rule. From these people, the Aztecs demanded **tribute** in the form of goods, such as corn, gold, and jade.

The empire was at its height in 1502 when the emperor Montezuma II came to power. He angered his subjects by demanding more and more tribute and victims for human sacrifice to appease the Aztec gods. Some subjects began to rebel, weakening the empire's power.

In 1519, Spaniards led by Hernán Cortés arrived in the Aztec empire. Hoping to avoid war, Montezuma met with Cortés. But the Spaniards took him prisoner, and he was later killed in battle. Soon, diseases brought by the invaders weakened the Aztecs. Helped by thousands of rebels, the Spanish used their superior weapons to conquer Tenochtitlán in 1521 and put an end to the Aztec empire.

ANALYZE CAUSES Explain what led to the fall of the Aztec empire.

The Inca



V KEY QUESTION How did the Inca build an empire in the Andes?

The Inca learned to live in the high and rugged terrain of the Andes Mountains of what is now Peru. Their capital city, Cuzco (KOOZ•koh), is in a valley in the Andes more than 11,000 feet above sea level. From Cuzco, the Inca eventually built up the largest empire in the Americas.

Pachacuti Founds an Empire By the early 1400s, the Inca had expanded their rule over nearby peoples. In 1438, the ninth Inca ruler, Pachacuti (PAH•chah•KOO•tee), came to power. Under his rule, the Inca conquered all of Peru and more. By 1500, the Incan empire had grown further, extending 2,500 miles along the west coast of South America. About 12 million people lived in the empire.

Daily Life in the Empire The geography of the Andes made life challenging for the peoples of the empire. The steep land made farming difficult. Farmers cut terraces into the sides of mountains to get the most out of their land. They grew crops such as potatoes and corn and raised animals such as alpacas and llamas. These animals provided wool and sometimes meat.

Communication, like farming, was difficult. The Inca kept up a system of roads by requiring a certain amount of labor per subject each year. At least 14,000 miles of roads crisscrossed the empire. On these roads, runners called **chasquis** (CHAHS•kees) carried messages the length of the empire. Troops and trade also moved efficiently.

History Makers

Pachacuti (c. 1391–1473)

The Incan leader Pachacuti's name means "Earth Shaker." As the emperor's younger son, he was not in line to become ruler. But in 1438, during an attack on Cuzco, Pachacuti's father and older brother fled. Pachacuti, who was a gifted soldier, took control and saved the city. Then he made himself the new Incan ruler.

During his 33-year reign, Pachacuti began the expansion of Incan territory. He also reorganized the government and built a grand capital at Cuzco. He is considered the greatest Incan ruler.



CRITICAL THINKING

Analyze Causes and Effects What event allowed Pachacuti to take control of the Inca? The Inca Fall to the Spanish Other Andean peoples could not defeat the Inca. Their army was 200,000 strong, well trained, and well equipped. However, the Incan empire was weakened by unrest. In a bitter civil war that began in 1527, a leader named Atahualpa (AH•tuh•WAHL•puh) defeated his brother. The war was just ending when Francisco Pizarro arrived on the South American coast in 1532.

Like the Aztecs, the Inca were no match for the Spanish, who rode horses, wore metal armor, and carried steel weapons. The Spanish also carried new diseases that were especially deadly to the Inca.

Pizarro met with Atahualpa, took him prisoner, and later had him executed. After Atahualpa's death, the Incan empire crumbled. The Spaniards moved on to Cuzco, while conquered peoples rose in rebellion against their Incan masters. By 1535, the Spanish controlled most of the Incan lands. Eventually, millions of Inca died of European diseases. The last Inca ruler was defeated in 1572, and the Incan empire ceased to exist.



▲ Chasquis This drawing of a chasqui dates to about 1615. Chasquis were like a relay team, with each runner passing the message along to the next runner.



DRAW CONCLUSIONS Explain how the Inca built and maintained their empire.

2

Section Assessment



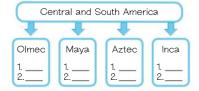
Terms & Names

1. Explain the importance of

Olmec codex Montezuma II Maya tribute Pachacuti

Use Your Reading Notes

2. Find Main Ideas Use your completed web diagram to answer the following question: How did the end of the Maya civilization differ from the ends of the Aztec and Incan empires?



Key Ideas

- **3.** In what ways did Mayan mathematics differ from math today?
- **4.** How did Montezuma II cause unrest among the peoples of the Aztec empire?
- **5.** Describe the geography of the Andes and how it affected agriculture.

Critical Thinking

- **6. Analyze Causes and Effects** Why does a steady supply of food often lead to the eventual building of cities?
- **7. Draw Conclusions** How were the Spanish conquests of the Aztec and Incan empires similar?



Write a Newspaper Article Imagine that you are a reporter visiting a Mayan city. Write an article that gives your opinion of the city itself and the society you observe. Include observations of the farming areas that surround the city.



HISTORY

Chinampas



Source Click here to enter the chinampas @ ClassZone.com

ISLAND GARDENS

Much of the land around Tenochtitlán, where the Aztec settled, was swampy, posing a challenge for farming. The Aztec were resourceful at adapting to their environment. They built chinampas, human-made islands created for planting. The rich soil allowed the Aztec to grow crops and flowers.



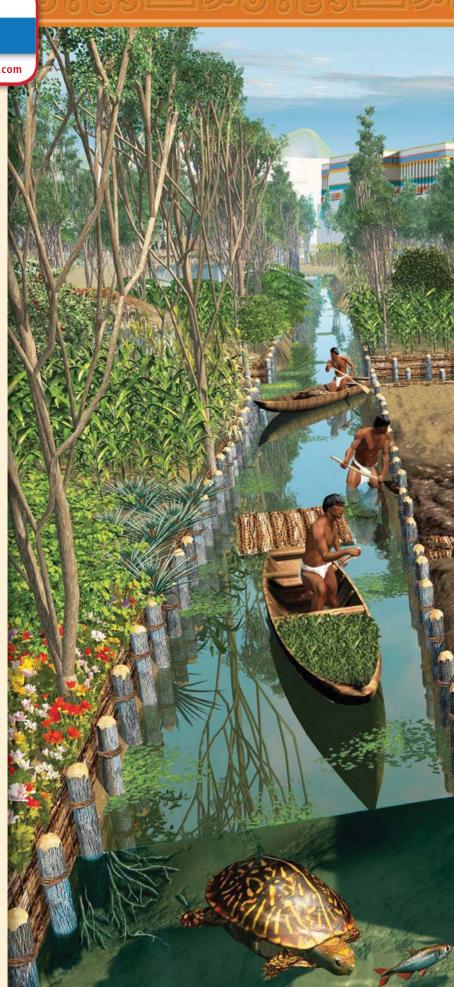
Click here to see how the Aztec built the chinampas. Learn how the Aztec used woven mats and mud from the lake to build the chinampas.

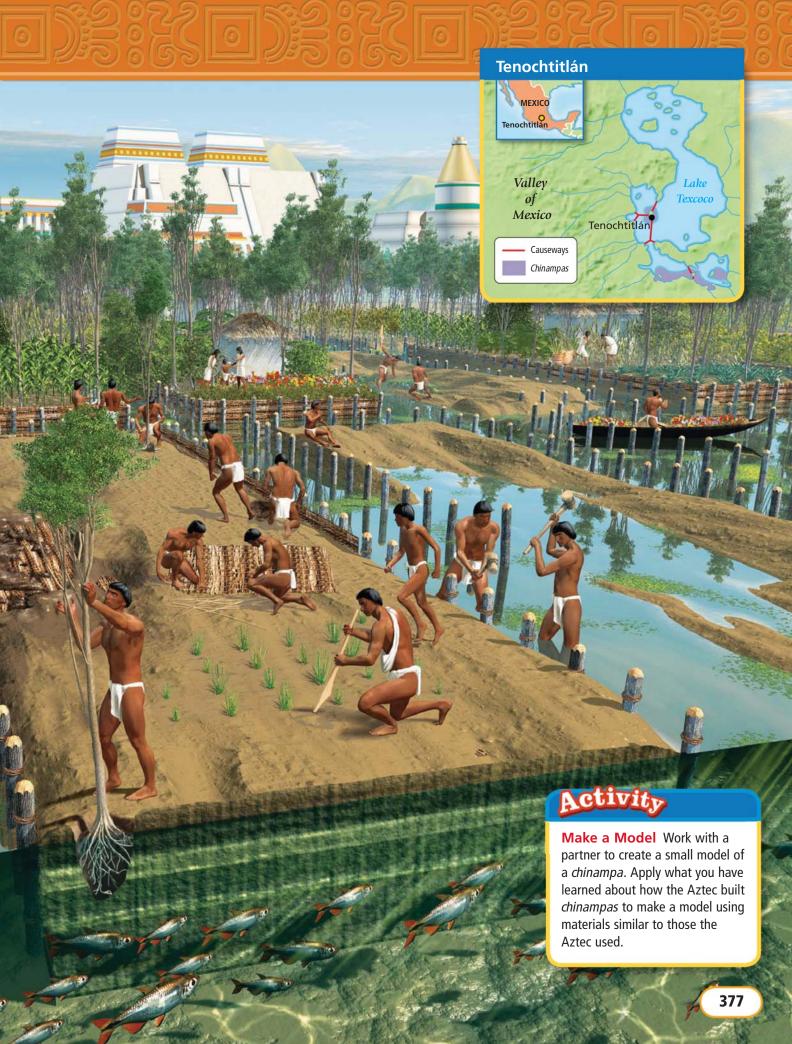


Click here to see how the Aztec lived on the chinampas. Learn where they lived, what they wore, and what they ate.



Click here to see how chinampas are used today and the problems they face.





Section 3

Reading for Understanding

Key Ideas

BEFORE, YOU LEARNED

Mesoamerica and South America were home to several sophisticated societies long before contact with Europeans.

NOW YOU WILL LEARN

The land that is now the United States and Canada was also home to a large number of unique societies before the arrival of Europeans.

Vocabulary

TERMS & NAMES

Anasazi early culture of the Southwest who were the first pueblo dwellers

pueblos (PWEHB•lohs) villages made up of multistoried adobe or stone dwellings

potlatch ceremony where gifts and property are given away to show the host's wealth and status **Great Plains** culture region located in the vast grassland in central North America extending from south-central Canada southward to Texas

Sun Dance sacred ceremony practiced by many Plains Indian cultures

Iroquois Confederacy Native American group formed about 1450 and made up of the Cayuga, Mohawk, Oneida, Onondaga, and Seneca tribes **matrilineal descent** family identity that is based on the mother's family, rather than the father's

BACKGROUND VOCABULARY

adobe (uh•DOH•bee) brick made of mud and straw that is dried in the sun

Reading Strategy

Re-create the web diagram shown at right. As you read and respond to the **KEY QUESTIONS**, use the diagram to summarize ideas about Native American societies.



See Skillbuilder Handbook, page R4.



Peoples of North America

Connect to What You Know Before Europeans arrived in the Americas, sophisticated societies existed in Mexico and Central and South America. The same is true of North America, although these societies were relatively smaller and less urban.

Early Civilizations



KEY QUESTION What technologies did Southwestern peoples develop?

North America was home to two early, important centers of civilization. They both influenced later Native American societies.

The Southwest In about 300 B.C., the Hohokam culture arose along the Gila and Salt rivers in present-day Arizona. In this dry, barren environment, the Hohokam developed irrigation systems to feed their farm fields. They built dams to divert water into an extensive canal system. Some canals stretched over 15 miles to reach the Hohokams' fields. Between A.D. 1350 and 1450, the Hohokam abandoned their settlements, likely because of drought.

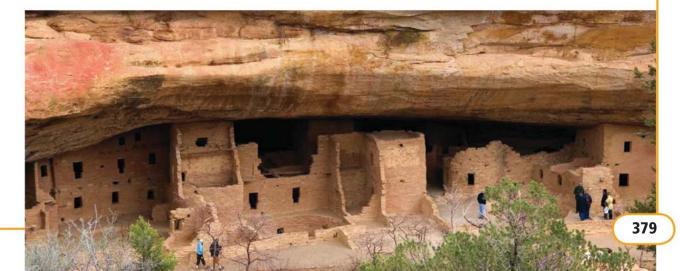
The Anasazi culture arose by A.D. 400 in the area where Utah, Colorado, New Mexico, and Arizona meet. The Anasazi were hunter-gatherers and farmers. They were also master weavers and pottery makers. In about A.D. 750, they began to build pueblos (PWEHB•lohs). These villages were collections of stone or adobe (uh•DOH•bee) structures that were like multistoried apartment buildings. Usually, each new story was set back a little from the one beneath it to create a small terrace, or porch.

▲ Plains Indian

Shield This shield is covered in animal hide. It is painted with bear tracks and a bear emerging from a hole. These symbols granted the shield's owner protection.

Anasazi Pueblo

This pueblo village, built under a cliff overhang, is at Mesa Verde in Colorado. ▼





■ Great Serpent **Mound** Built by the Mississippian culture, Great Serpent Mound in southern Ohio is about a guarter of a mile long. Its exact purpose is unknown.

The Mound Builders The Mound Builders, mostly of the American Midwest and Southeast, built large earthen structures as burial mounds and temples. Mound Builder cultures included the Adena and the Mississippians. Adena culture began about 1000 B.C., and the Mississipians dispersed by A.D. 1550. The quality and size of the mounds shows that these were highly organized societies.



SUMMARIZE Explain some important technologies of the Southwest.

Native American Societies Thrive



V KEY QUESTION How did food depend on geography in North America?

All Native American societies and religions were focused on nature. Each society adapted to its own surroundings—the local land, climate, and available resources—in order to survive. Peoples of different regions adapted in different ways.

The Northwest In the Pacific Northwest, Native American societies were mostly hunter-gatherers—especially on the coasts. Sources of food were abundant, so farming was unnecessary. The Haida lived on what Europeans called the Queen Charlotte Islands and Prince of Wales Island off the west coast of Canada. The Haida lived in this location for about 10,000 years. Plentiful fish, wild game, and edible plants fed an estimated 18,000 Haida before Europeans arrived.

With food easy to come by, the Haida could specialize in other areas. They became famous artists and craftspeople. For example, they constructed rugged, beautifully decorated canoes. Some were 70 feet long and held up to 30 paddlers or several tons of freight. Their canoes made large-scale trade with societies on the mainland possible. Haida canoes themselves were also highly prized and traded.

The Haida practiced a ceremony known as the **potlatch**. Potlatches were often given to mark occasions such as marriages or births. The hosts provided a great feast and gave away most of their possessions. Having a large potlatch showed that the hosts were very wealthy. It also increased their status by guaranteeing that many people witnessed their wealth and generosity.

The Great Plains The **Great Plains** region extends north from the present-day Texas-Mexico border into southern Canada. From east to west, it stretches from the Mississippi River to the Rocky Mountains.

Native Americans lived in this region for thousands of years before contact with Europeans. Most were farmers with settled villages. Others followed and hunted bison, or buffalo, on foot. Horses, brought to the Americas by Europeans, became common on the Great Plains by 1750. The arrival of horses caused a permanent change in the Great Plains culture. With bison hunting much easier on horseback, many tribes adopted the nomadic hunting lifestyle. Groups that moved to the Great Plains to escape European expansion also took up this way of life.

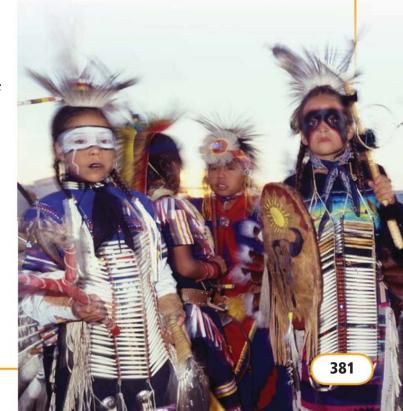
With many tribes relying on the buffalo for food, interaction between the groups increased. Each summer, the buffalo gathered in huge herds, so many tribes would come together then too. This interaction caused a common Plains culture to take shape. Trade, especially in horses, grew. Over time, a Great Plains sign language developed to help trade and general communication.

There was not any single Plains religion, but certain religious practices were common. Most groups believed that all natural objects had spirits that helped or harmed people. The practice of the vision

quest was widespread too. A vision quest generally involved days of solitude, fasting, and prayer. During this time the person undertaking the quest hoped to communicate with the spirit world in some meaningful way, possibly through a dream. Many Plains societies practiced the **Sun Dance**—a sacred ceremony that took place in early summer. Usually, the performers danced on and off for several days while others drummed, sang, and prayed. A successful dance brought harmony to the people and ensured another year of prosperity. The Sun Dance is still practiced by many Great Plains societies today.

Powwow Dancers

Members of the Sioux, a Great Plains group, wear traditional clothing to dance at a powwow, a celebration of Native American culture.



The Northeast What are today the Canadian provinces of New Brunswick, Prince Edward Island, and Nova Scotia were home to the Micmac people. Like the Haida of the Northwest, the Micmacs were able to hunt and gather because of their surroundings. They took in what nature provided seasonally. In the spring and summer, they moved to the coast to trap and spear fish, collect shellfish, catch migratory birds, and hunt seals. In the fall, they moved inland to catch eel in the rivers and hunt moose, beaver, bear, and other game.

The **Iroquois Confederacy**, roughly in the area of present-day New York state, was made up of the Cayuga, the Mohawk, the Oneida, the Onondaga, and the Seneca. It was likely founded sometime in the 1400s. The confederacy's Grand Council was made up of delegates from the five tribes. The council settled disputes between the member groups and negotiated with outside groups. The council's members were all men. But these men were chosen by, and could be removed by, the elder women of each tribe.

The groups in the Iroquois Confederacy were mainly agricultural. The people called their three principal crops—corn, beans, and squash—the Three Sisters. In general, the women cared for the crops, while the men hunted and fished. About every 15 years, the game and firewood around an Iroquois settlement would be used up. Also, the minerals in the soil would wear out. So the men would set out in search of a new site. Once they found it, they cleared the forest or brush, and the people rebuilt the village on the new site.



The Southeast The inland region of the Southeast was home to a number of successful farming societies. They grew most of the food they needed, but they also hunted a wide variety of game, especially deer.

The territory of one of these groups, the Cherokee, covered parts of eight present-day U.S. states, stretching from Alabama to Virginia. The Cherokee were divided into seven clans. People had to marry outside of their own clan. After marriage, a man went to live with his wife's clan. The couple's children were considered to be part of the mother's clan. Family identity that is based on the mother's family, rather than the father's, is known as matrilineal descent.

Each Cherokee year was marked by a series of festivals. The most important was the Green Corn Festival, which marked the beginning of the corn harvest. The festival was also a time to ask and receive forgiveness for wrongs one might have committed during the past year. Festivals were often accompanied by games of what we call lacrosse. The Cherokee called it "little brother of war," which hints at the game's often violent nature. Lacrosse was also played among members of the Iroquois Confederacy.



EVALUATE Explain how food and geography were connected in North America.





1. Explain the importance of

Anasazi Great Plains
pueblos Sun Dance
potlatch Iroquois Confederacy

Use Your Reading Notes

2. Summarize Use your completed web diagram to answer the following question:

How were coastal and inland Native American groups different?





CONNECT to Today

ONLINE QUIZ

For test practice, go to

▲ Lacrosse The sport of lacrosse is still popular today, especially in the Northeastern United States.

Interactive Review @ ClassZone.com

- **3.** How were the Hohokam able to grow crops in the dry Southwest?
- **4.** How did the Iroquois Confederacy and the Micmac differ in their approach to gathering food?
- **5.** How was family identity different among the Cherokee than it is in the modern United States?

Critical Thinking

Key Ideas

- 6. Make Inferences Why do you think the Haida and Micmac stayed in one place, while the tribes of the Great Plains were nomads?
- 7. CONNECT to Today What technology changed modern society as much as the horse changed the societies of the Great Plains? Explain your choice.

Activity

Internet Activity Use the Internet to research the art and craftwork of the Haida. Create a poster where you reproduce a favorite item (a totem pole or a canoe, perhaps). Write a paragraph descibing the item's history and significance to the Haida.

Chapter 13 Assessment

Interactive (**) Review



Material States for quizzes, flipcards, crosswords, review notes, and activities @ ClassZone.com

American Civilizations

Geography

- The Andes region is a difficult place to build and run a society.
- The climate and land of Mesoamerica are much milder than those of the Andes.

Culture

- The Olmec were the mother culture of Mesoamerica.
- The Maya built pyramids and temples in their great city-states.
- The Aztec religion had about 1,000 gods and was focused on ensuring a good harvest.
- A common culture developed on the North American Great Plains after contact with Europeans.

Science & Technology

- The Maya developed the concept of zero and made advances in astronomy.
- The Aztecs constructed chinampas to grow crops.
- The Inca constructed 14.000 miles of roads across their mountainous empire.
- The Spanish used steel weapons and armor to overthrow the Aztecs and the Inca.

VOCABULARY

Explain why the words in each set below are linked with each other.

- 1. tropical and slash-and-burn agriculture
- 2. Olmec and mother culture
- 3. Maya and codex
- 4. Great Plains and Sun Dance

KEY IDEAS

The Geography of the Americas (pages 362–367)

- 5. How did civilizations in the Americas arise in difficult environments?
- **6.** Name some geographical differences between the Andes and Mesoamerica.

Central and South Americans (pages 368–377)

- 7. How were the Olmec influential to later Mesoamerican civilizations?
- **8.** What internal struggle weakened the Inca just before the Spaniards arrived in South America?

Peoples of North America (pages 378–383)

- 9. How were the ways the Haida and the Cherokee gathered food different and similar?
- 10. What roles were performed by men and women in the Iroquois Confederacy?

CRITICAL THINKING

- 11. Make Inferences In what ways might having a harsh environment actually help in cultural development?
- 12. Analyze Causes and Effects How did religious practices in ancient America lead to developments in science?
- 13. Draw Conclusions How did the development of the concept of zero help the Maya calculate numbers?



- 1. **Writing Activity** Imagine that you are an Aztec, living and working on the *chinampas*. Write about what a typical day might be like.
- 2. Interdisciplinary Activity—
 Math Use the Internet and library resources to research the Mayan calendar system. Write a report about the Mayan calendar, including illustrations. Note the role that Mayan mathematics played in its development.



ONLINE ACTIVITY

Click here to write a video script about an archaeologist's Mayan expedition @ ClassZone.com



Answer the ESSENTIAL QUESTION

How did successful food production help the development of complex societies in the Americas?

Written Response Write a twoor three-paragraph response to the Essential Question. Be sure to consider the key ideas of each section as well as specific details about the beginnings of societies in the Americas. Use the rubric to guide your thinking.

RESPONSE RUBRIC

A strong response will

- discuss the relationship between successful food production and gathering and specialization of labor
- connect cultural and technological advances to food production and gathering

Standards-Based Assessment



- Online Test Practice @ ClassZone.com
- Test-Taking Strategies and Practice at the front of this book

Interpret Visuals Use this Mayan clay figure of a warrior to answer these questions.



- 1. What class in Mayan society did warriors belong to?
 - A. nobles
 - B. merchants
 - C. farmers
 - **D.** slaves
- 2. Which of the following indicates this warrior's class?
 - **A.** his modest appearance
 - **B.** his frightened expression
 - **C.** his humble pose
 - **D.** his clothing and jewelry

Chapter

Dynasties of China

Essential Question

How did China change after the fall of the Han Dynasty?

CONNECT Q Geography & History

Use the map and the time line to answer the following questions.

- 1. Buddhism spread from India to China. Over which mountains did the Buddhist missionaries travel?
- 2. Zheng He made voyages along the coast of China and westward to India and Africa. On which bodies of water near the Chinese coast did he travel?

Buddhism flourishes in China and spreads to Korea. (sculpture of Buddha)



Li Yuan founds Tang Dynasty. (Tang horse sculpture)

400

600

WORLD

386



Muhammad begins preaching Islam. (Qur'an)



Section 4

Reading for Understanding

Key Ideas

BEFORE, YOU LEARNED

The Chinese built an empire that stretched from the East China and South China seas westward to the Plateau of Tibet. Under the Han Dynasty, China experienced a golden age.

NOW YOU WILL LEARN

After the Han Dynasty fell, China suffered great disorder, but it eventually reunified.

Vocabulary

TERMS & NAMES

Confucianism belief system based on the teachings of Confucius, a scholar who taught moral virtues and ethics

Buddhism belief system based on the teachings of Siddhartha Gautama, the Buddha, who believed that people could escape suffering by reducing their attachment to material possessions

Daoism belief system that originated in China in the 500s B.C. and emphasizes harmony with nature and with inner feelings

reunify to bring together again

BACKGROUND VOCABULARY

plagued afflicted, troubled, or annoyedethics ideas of right and wrongharmony agreement in feeling

REVIEW

Han Dynasty Chinese dynasty begun in 202 B.C. by Liu Bang, who reunified China nomad member of a group of people who have no set home but move from place to place

Reading Strategy

Re-create the chart shown at right. As you read and respond to the **KEY QUESTIONS**, use the chart to help you list the effects of the events in Chinese history shown.



See Skillbuilder Handbook, page R7.

ANALYZE CAUSES AND EFFECTS

Causes	Effects
The Han Dynasty falls.	
Buddhism becomes widely practiced.	
The Sui and Tang dynasties reunify China.	



Reunifying China

Connect to What You Know What words would you use to describe the country of China? Does your list include the words huge and powerful? In this chapter, you will learn that China was a huge and powerful country 1,500 years ago.

Fall of the Han Dynasty

V KEY QUESTION What happened after the Han Dynasty fell in A.D. 220?

In Chapter 6, you learned that during the Han Dynasty, founded in 202 B.C., China experienced a period of progress and prosperity. In time, however, political struggles, social problems, and a widening gap between rich and poor weakened the Han Dynasty. It fell in A.D. 220.

Conflict and Chaos A time of great disorder followed. Various kingdoms fought among themselves. Invading nomads from the north crossed the Mongolian Plateau into northern China. (A **nomad** is a person who moves from place to place.) Floods, droughts, and food shortages also plaqued the land.

Despite these troubles, Chinese culture survived. In the north, the invading nomads eventually settled down and adopted Chinese customs. In the south, good harvests and growing trade helped people to prosper. Even so, most Chinese people led difficult lives.

ANALYZE EFFECTS Identify the effects of the fall of the Han Dynasty on China.



The Himalayas This great mountain range provided a barrier to protect China from invasion from the southwest. What makes these mountains look difficult to cross? \(\nbf{v}\)



Changes in Belief Systems



KEY QUESTION What changes took place in China's belief systems?

The turmoil after the fall of the Han Dynasty led to major changes in China's belief systems. These changes influenced how people lived.

Confucianism For centuries, the Chinese had looked to Confucianism for comfort and guidance. **Confucianism** is a belief system based on the ideas of Confucius (551-479 B.C.). He was a scholar who taught moral virtues and ethics—ideas of right and wrong. In his teachings, Confucius emphasized these principles:

- Use right relationships to produce social order.
- Respect family and older generations.
- Educate individuals and society.
- Act in morally correct ways.

Confucianism Influences Chinese Life Confucianism affected many aspects of Chinese government and society. For example, Confucius taught that people could advance in life through education. An emphasis on education helped to produce an efficient, well-trained set of government officials.

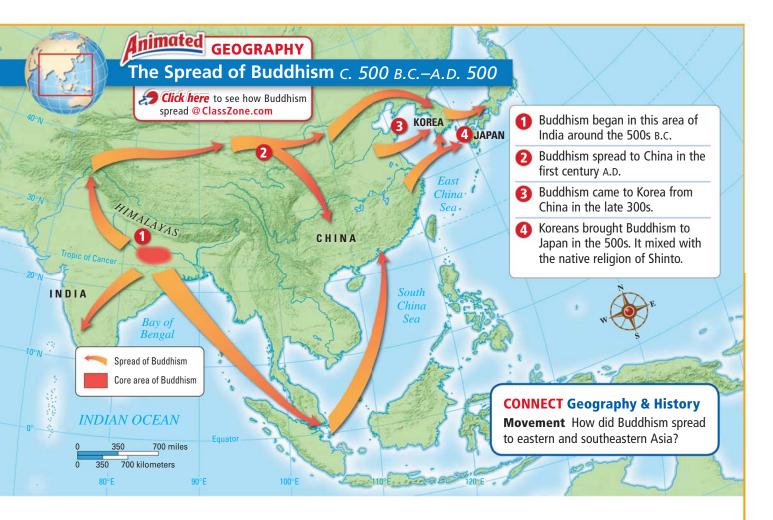
Confucius's ideas also influenced society. He thought society should be organized around five basic relationships. A code of conduct governed these relationships. For example, one relationship was between ruler and subject. Confucius taught that the ruler should be virtuous and kind. The subject should be loval and obey the law. Other relationships were based on the family. Confucius believed children must have respect for their parents and older generations. Around A.D. 200, however, Confucianism began to lose its

The Spread of Buddhism As Confucianism declined, many Chinese turned to Buddhism. **Buddhism** is a religion that started

influence as the Han Dynasty lost power.

in India and is based on the teachings of Siddhartha Gautama (sihd•DAHR•tuh GOW•tuh•muh). He lived from around 566 to 486 B.C., and is known as the Buddha, or "Enlightened One."

Buddha This huge seated Buddha, located in caves about 150 miles west of Beijing, was carved sometime in the 500s A.D.



Buddhism teaches the following principles:

- Suffering is a part of life.
- The reason people suffer is that they are too attached to material possessions and selfish ideas.
- By living in a wise, moral, and thoughtful way, people can eventually learn to escape suffering.

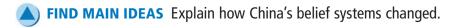
During the first century A.D., missionaries and traders carried Buddhist teachings to China, as the above map shows. Over time, the religion spread into Korea and Japan, too. Buddhism became widely practiced after the Han Dynasty fell. Buddhist teachings helped people endure the suffering that followed the dynasty's collapse.

Influences on Confucianism Confucianism began to enjoy a rebirth in the 600s. However, gradual changes began to take place in Confucian thought. Buddhism and Daoism caused some of these changes. **Daoism** is a belief system that seeks **harmony** with nature and with inner feelings. Daoism began in China in the 500s B.C.

Since the Han Dynasty, Confucianism had mostly been a set of social ethics and political principles. Later, during the Song Dynasty, Confucian thinkers blended Buddhism and Daoism into Confucianism. As a result, Confucianism broadened its outlook.

A Change in Confucian Thought This new Confucianism was greatly concerned with human behavior and a person's relationship with the universe. It emphasized the following principles:

- Morality is the highest goal a person can reach.
- This morality can be achieved through education.
- Education can occur through books, observation, or interaction with other wise people.

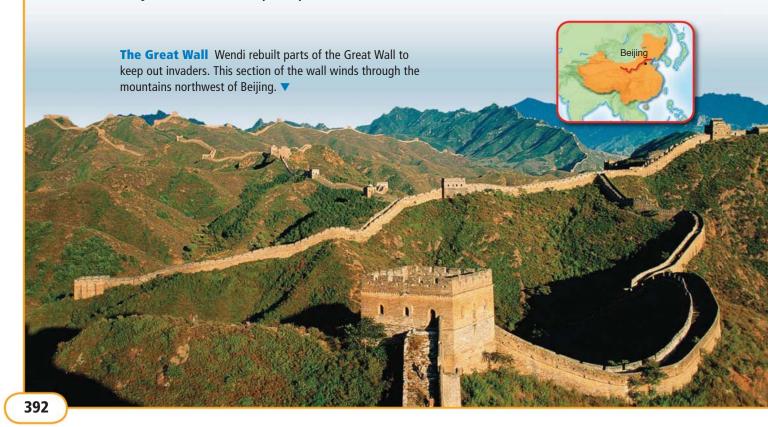


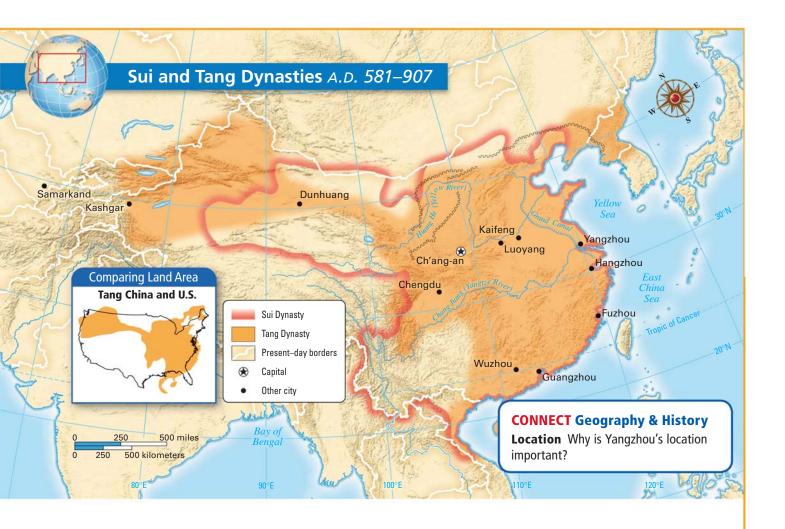
The Sui and Tang Dynasties Reunify China

KEY QUESTION How did the Sui and Tang dynasties reunify and strengthen China?

After the fall of the Han, the Chinese people endured more than 350 years of chaos and conflict. Finally, the Sui (sway) Dynasty reunified China in 589 and brought order. **Reunify** means to bring a group together after it has been divided. The Sui ruled until 618.

The Sui Dynasty Yang Jian founded the Sui Dynasty. He was a general in the army of the Zhou (joh), the rulers of northern China. In 581, he took power by killing the heir to the Zhou throne—his grandson. He then massacred 59 royal princes. By 589, he had conquered the south and reunified China. He declared himself first emperor of the Sui Dynasty. Later he became known as Wendi.





Wendi Reunifies China During his rule, Wendi made the Chinese feel more unified. He restored old political traditions that reminded the Chinese of their glorious past. For example, on taking the throne he accepted the traditional Chinese imperial gifts of red doors for his house and a robe with a red sash.

Wendi also reduced conflict by allowing people to follow their own belief systems. Although he was a Buddhist, he encouraged Daoist beliefs and practices. As you read earlier, Confucianism also enjoyed a rebirth during this time. For example, candidates for government jobs once again had to take an examination. The examination carried out Confucius's belief that a government had to be built on the skill of its people.

Wendi also began public works projects. He rebuilt portions of the Great Wall, which you will learn more about on pages 396–397. He also started the building of the Grand Canal. It connected the Huang He (Yellow River) and Chang Jiang (Yangtze River), linking northern and southern China. Thousands of peasants labored five years to dig the Grand Canal. Nearly half of them died during the project.

Wendi and his successor, Yangdi, raised taxes to pay for all these projects. In time, the Chinese people grew tired of high taxes, and they revolted. As a result, the dynasty fell after only 37 years.

The Tang Dynasty Although the Sui Dynasty lasted only a short time, it set the foundation for the Tang Dynasty. The Tang Dynasty started in 618 and ruled for nearly 300 years. During this period, China expanded its borders on all sides. In addition, Tang emperors expanded the network of roads and canals to bring the country together. Trade flourished on the Silk Roads, and China built strong links to the west. Such a large empire needed many officials to manage it. So the Tang emperors fully adopted the Confucian ideas of how government should be run. Like the Sui, they used a state examination to find qualified individuals to run the government. The Tang government system was one of the most advanced and complex in the world at the time.

Tang Emperors Taizong (ty•johng) helped his father, Gaozu (gow•joo), to found the Tang Dynasty. Taizong seized the throne in 626 after killing his two brothers and all ten of his brothers' sons. Even though Taizong used violence to rise to power, many Chinese considered him a fair and just leader. For example, he did not overburden peasants with high taxes. He also took some lands from the rich to give to peasants.

In 690 Wu Zhao (woo jow) declared herself emperor. She was the only woman with that title to occupy the throne of China. Wu Zhao proved to be a capable leader. She reduced taxes, cut government corruption, and strongly supported Buddhism in China. She did not leave power until 705, when she was more than 80 years old.

History Makers

Wu Zhao (c. 627-705)

Wu Zhao, also known as Wu Zetian, was sent to the imperial Chinese court at the age of 14. She was assigned to work in the imperial study, where she learned about foreign affairs, politics, and the creation of public policies. This knowledge helped her when she became emperor.

Under Wu Zhao's leadership, China's agriculture improved. She urged farmers to cultivate more land, to use irrigation, and to try new techniques. She also fought to bring more equality to women and had scholars write biographies of famous women in Chinese history.

CRITICAL THINKING

Make Inferences Why do you think Wu Zhao was so interested in agriculture?



Tang Culture During the Tang Dynasty, Chinese literature and art reached great heights. The Tang period is best known for its masterful and lively poetry. (See the Primary Source on page 404.) Every man who considered himself a gentleman was proud of his ability to write poems. Historians estimate that more than 2,200 poets lived during the Tang Dynasty. Almost 50,000 of their poems still exist.

Tang sculpture was elegant. Artists covered clay figures with brilliant red, green, white, and orange glazes. Animal faces were so well crafted that each one looked distinctive.

Most common were sculptures of camels and horses. Because of their beauty, these works were valuable trade items. In addition, people often placed sculptures in the tombs of respected relatives.

▲ Tang Horse
Sculpture This Tang
horse in action shows the
multicolored glazes.

In the next section, you will learn more about the development of the Chinese empire. In addition, you will learn about agricultural, technological, and commercial developments in China.



IDENTIFY PROBLEMS AND SOLUTIONS List methods the Sui and Tang dynasties used to reunify and strengthen China

1

Section Assessment



Terms & Names

1. Explain the importance of

Confucianism Daoism Buddhism reunify

Use Your Reading Notes

2. Analyze Causes and Effects Use your completed chart to answer the following question: How did the fall of the Han Dynasty affect the spread of Buddhism?

Causes	Effects
The Han Dynasty falls.	
Buddhism becomes widely practiced.	
The Sui and Tang dynasties reunify China.	

Key Ideas

- **3.** Why did Buddhism spread throughout China and other Asian countries?
- **4.** How did Confucianism influence Chinese society and government?
- **5.** What actions by Sui and Tang emperors helped unify China?

Critical Thinking

- **6. Compare and Contrast** Compare the role of families and older generations in Confucianism and in West African culture.
- 7. Make Generalizations How did Wendi view peasants? Provide examples to support your generalizations.



Create an Illustrated Chart Review the information about the teachings of Confucius in this section. Create a chart that shows the basic ideas of what Confucius taught. Use drawings to illustrate the teachings.



The Great Wall of China



Solution Click here to enter the Great Wall of China @ ClassZone.com

DEFENDING CHINA

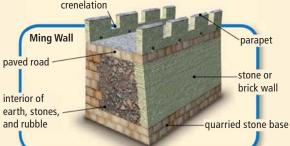
Many barriers protect China: mountains to the west and south, an ocean to the east. But in the north, nomads were able to invade China, so the Chinese built a barrier—the Great Wall—to try to stop them.



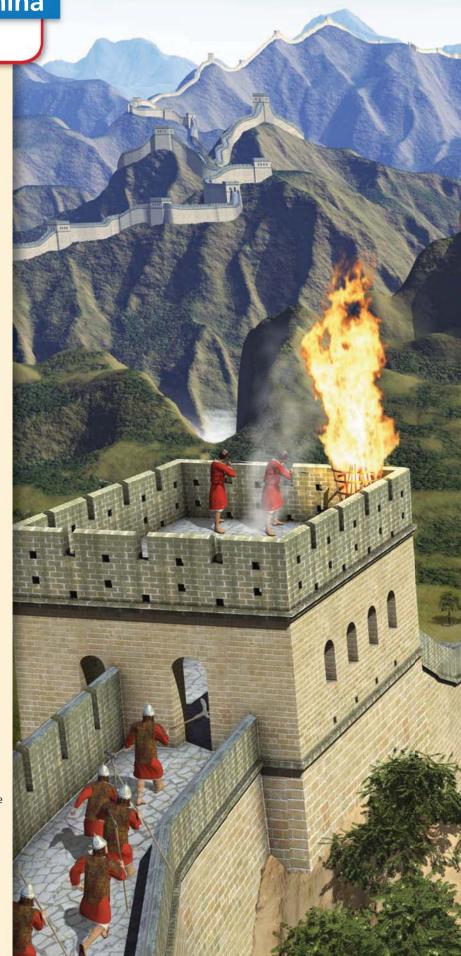
Click here to see the Great Wall as it snakes across mountains, plains, and deserts. Learn about the challenges of building and maintaining about 4,000 miles of walls.



Click here to see the weapons used in a Great Wall battle. Learn about watchtowers, lookout soldiers, and the signals used to warn of an attack.



Click here to see inside the Great Wall. The construction methods were so sound that the Wall has lasted for centuries.





Section **9**

Reading for Understanding

Key Ideas

BEFORE, YOU LEARNED

The Tang Dynasty helped reunify China and built a powerful empire.

NOW YOU WILL LEARN

China prospered under the rule of the Tang and the Song. During this time the Chinese developed technologies that influenced the rest of the world.

Vocabulary

TERMS & NAMES

imperial relating to an empire or emperor **bureaucracy** system of departments and agencies that carry out the work of a government

scholar-official educated official with a government position

wood-block printing printing system developed by the ancient Chinese, in which wood blocks were carved with enough characters to print entire pages

movable type small block of metal or wood with a single raised character, used for printing texts

porcelain hard white ceramic material, often called china

BACKGROUND VOCABULARY

terraces raised banks of earth having vertical or sloping sides and a flat top



Visual Vocabulary terraces

Reading Strategy

Re-create the web diagram shown at right. As you read and respond to the **KEY QUESTIONS**, use the web diagram to help you find main ideas about the economy, technology, and governments of Tang and Song China.



See Skillbuilder Handbook, page R3.



Advances Under the Tang and Song

Image not available for electronic use.
Please refer to the image in the textbook.

Connect to What You Know As Section 1 explained, the Sui Dynasty reunited China. In 618, the Tang Dynasty succeeded the Sui. The Tang rulers faced the task of keeping the recently reunified China together. They also wanted to hold onto their newly gained power.

Building the Imperial State



KEY QUESTION How was the Chinese government organized under the Tang and Song dynasties?

Ruling a vast country like China was a difficult task. To rule more efficiently, the Tang rulers developed an imperial state. **Imperial** means relating to an empire.

The Tang used several ideas they had learned from the Sui Dynasty to set up this organized, well-run government. For the most part, Tang government and military organization followed Sui models. In addition, the Tang used the Sui tax system. They even made the Sui capital—the city of Ch'ang-an—their capital. (See the map on page 393.) Ch'ang-an was important because it was located on major trade routes.

▲ Court Dress This pottery figurine shows how women at the Tang court dressed.

Wang Wei's Estate

This painting was done to imitate the style of the Tang Dynasty's most famous poet and artist—Wang Wei. ▼



Chinese Government The Tang government was like a pyramid. An emperor ruled at the top, and many people served in various levels below him. The emperor's chief advisers served him directly. They were the second-highest level of the pyramid.

Below those advisers was the bureaucracy. A **bureaucracy** is a government that is divided into departments. Each department in China was in charge of a certain area, such as taxes, agriculture, or the army. This political system ruled all of China. Local governments throughout China had to report to the central bureaucracy.

A Law Code Tang rulers created a new code of law. It listed all of the laws of China so that the same laws would be used everywhere. This new code proved highly effective. China used it from about 624 until the late 1200s.

Scholar-Officials The Tang needed to educate people to work in the bureaucracy. For many jobs in the bureaucracy, people had to take an exam given by the government. The Han and Sui dynasties had also given exams to job seekers, but the Tang rulers greatly expanded the system. The state exam tested knowledge of Confucian ideas, poetry, and other subjects. The test was long and difficult. Most people who took it failed.

A person who passed the state exam could become a **scholar-official**, an educated person with a government position. Almost all scholar-officials came from the upper class. Most wealthy people had relatives who worked in government, and relatives often helped each other get jobs. In general, only rich people could afford the education needed to pass the test.

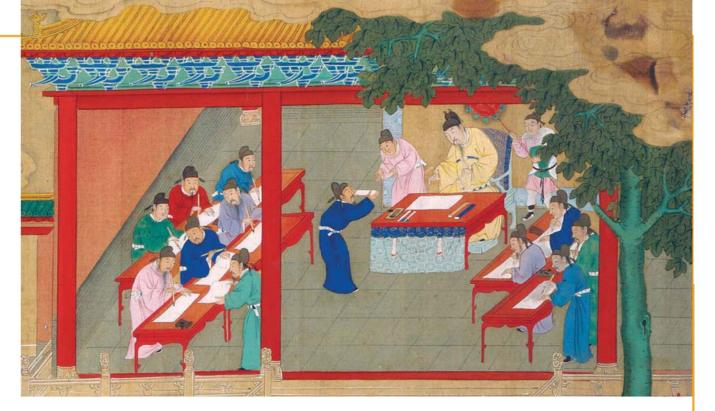
The Song Dynasty After the Tang, the Song Dynasty ruled from 960 to 1279. The Song Dynasty expanded and improved the exam system. It set up more schools and changed the exam to cover more practical subjects. More people took the exams, passed them, and got government jobs. Even so, most government officials continued to come from rich families with political influence.



FIND MAIN IDEAS Describe how the Chinese government was organized during the Tang and Song dynasties.

Confucius Confucius taught a system of ethics and morals. Chinese rulers thought that people who studied these ideas made good government officials.





▲ State Exams This illustration from a history of China written in the 1600s shows scholars taking the state exam in front of a Song emperor, who is dressed in yellow.

Prosperity from Trade and Farming



V) **KEY QUESTION** How did China's economy change during the Tang and Song periods?

Under Tang and Song rule, China's economy grew. In fact, China became the wealthiest and most developed nation in the world. One factor in this growth was an improved transport system.

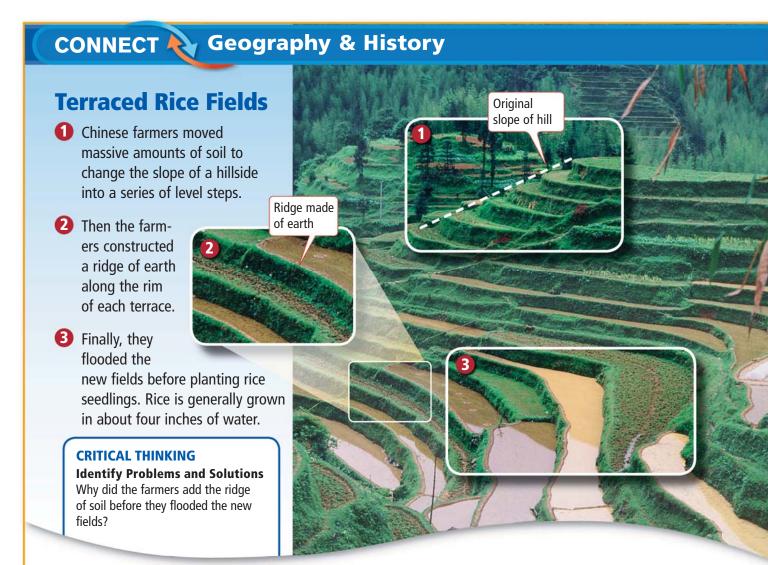
Changes in Travel and Trade The Tang and Song governments built many roads and waterways. This transportation system helped tie the Chinese empire together.

Better transportation improved trade. Traders used the new roads to move grain, tea, and other goods. Along the roads were inns in which travelers could stay. Mounted messengers and runners carried government mail on the roads, which greatly improved communication.

Waterways were just as important. The government repaired old canals and built new ones to link major rivers. The resulting network of waterways provided an efficient way to move goods and people.

Trade improved because of several technological developments, including gigantic ships powered by both oars and sails. Such ships made sea voyages faster and safer. The development of the magnetic compass, too, improved travel on the open seas.





Changes in Agriculture Around 1000, Chinese farmers began planting a new type of rice from Southeast Asia. This rice ripened faster than the type they had used before. With the new rice, farmers could raise two, or even three, crops a year instead of one. The food supply expanded rapidly, allowing the population to grow to about 100 million.

During Tang and Song times, the Chinese turned areas of the Chang Jiang valley into productive rice paddies, or fields. Farmers used pumps and canals to drain water from marshes. They built **terraces** on hillsides and used elaborate irrigation systems to water them. By changing their environment, the Chinese farmers gained cropland. Additional land enabled them to grow more rice.

These changes and a mild climate allowed southern China to grow more rice than the people in that region needed. Farmers sold the extra rice to merchants, who shipped it by canal to imperial centers in northern China. Having extra food meant that fewer people needed to work as farmers. As a result, more people could work in trade.

Changes in Commerce By the Song period, trade was thriving in China. Barges and cargo ships carried goods on canals and rivers and along the coastline of China. They also brought Chinese foods and other products to foreign lands, such as Korea and Japan.

The growth of trade led to a rapid expansion in the use of money, in the form of coins, to pay for goods. However, large numbers of coins were heavy and difficult to carry. To solve this problem, Tang and Song governments began to print paper money. They were the first governments in history to do so.

As trade increased, more people became merchants. China's merchant class lived mainly in cities and towns, where most private trade took place. The cities grew and prospered. By the Song period, China had a few cities with populations of about 1,000,000 people. In contrast, Paris, one of Europe's largest cities, had only 150,000 people at the time.

A Chinese Money
The Chinese developed
the first paper money
in the world. Why
was paper money
developed?

少實行通明大



ANALYZE CAUSES Explain how China's economy changed during the Tang and Song periods.

A Time of Brilliant Achievements



KEY QUESTION What technological advances were made under the Tang and Song dynasties?

The Tang and Song dynasties were among the most creative periods in China's long history. Poetry and art, in particular, flourished during this time.

A Golden Age for Poetry and Art Three Tang writers—Li Bai, Du Fu, and Wang Wei—are considered among the greatest Chinese poets of all time. Li Bai wrote about life's pleasures. Du Fu praised orderliness and Confucian values. And Wang Wei wrote of the beauty of nature and the briefness of life. You can read one of Wang Wei's poems in the Primary Source on the next page.

Tang artists were also known for producing beautiful pottery figurines (see page 395). During Song times, landscape painting became an important art form. Song painters used only black ink—in every shade from pale grey to the darkest black. As one Song artist noted, "Black is ten colors." Today, Tang pottery figurines and Song landscape paintings can be found in museums around the world.

Primary Source

emperor.

Background Wang Wei (shown below), who lived from 699 to 759, was one of the great poets of the Tang Dynasty. This poem is about his experiences as a scholar-official. It describes what happened after he disagreed with the

◄) On Being Demoted and Sent Away to Qizhou

By Wang Wei

Text not available for electronic use. Please refer to the text in the textbook.

- 1. demoted: forced to take a lower-ranking job
- 2. justice: moral rightness, fairness

DOCUMENT-BASED QUESTION

According to this poem, what problems did scholar-officials sometimes face?

Paper and Printing During the Han period, the Chinese began making paper out of wood pulp fibers. Paper was better for writing on than bulky bamboo or expensive silk. As the Tang and Song empires grew and trade expanded, the government had more records to keep. So, the Chinese began to make and use paper in larger quantities.

The Chinese used **wood-block printing**. Printers carved wooden blocks with enough characters to print entire pages. Later, printers in East Asia created **movable type**. By using paper and printing, the Chinese could print books more easily. The oldest complete book printed in China was made in 868. It is a collection of Buddhist teachings called the *Diamond Sutra*.

Guns and Compasses Chinese technology had worldwide impact. One of China's most significant inventions was gunpowder. The Chinese first used it for fireworks and signal flares, and later they used it for weapons. For example, they tied gunpowder packets to arrows. They then bundled the arrows together and fired them at the enemy.

The use of gunpowder spread through Asia and Europe. As it did, people used it to develop new weapons such as cannons and firearms. Cannon balls could knock down castle walls and gunshots could go right through armor. These weapons made war more deadly.

The magnetic compass made ocean travel safer than ever before. The Chinese discovered that a magnetized needle floating in a bowl of water would always point north and south. This became the first magnetic compass used on ships. Using it, Chinese fleets sailed throughout Asia. In the 1300s, they traveled as far as Africa. Knowledge of the magnetic compass helped make the European Age of Exploration possible. You will learn

Porcelain and Tea The Chinese influenced daily life by exporting porcelain and tea to the world. **Porcelain** is a hard white ceramic often called china. People desired porcelain for its beauty. It became one of China's most valuable exports.

For centuries, the Chinese used tea as a medicine. During the Tang Dynasty, it became a popular drink. Later, traders brought tea from East Asia to Europe. Tea became a major item of trade in the international market.

Despite China's great advances, it still faced dangers from nomads. In the 1200s, the leader of these nomads would be one of the most successful conquerors of all time, Genghis Khan.





SUMMARIZE Identify technological advances made under the Tang and Song dynasties.

2

Section Assessment

more about this in Chapter 18.



Terms & Names

1. Explain the importance ofimperial scholar-official movable type
bureaucracy wood-block printing porcelain

Use Your Reading Notes

2. Find Main Ideas Use your completed web diagram to answer the following question: What are two examples of technology developed during the Tang and Song dynasties?



Kev Ideas

- **3.** Who served as China's scholar-officials?
- **4.** How did farming change in Tang and Song China?
- **5.** What was the worldwide impact of gunpowder? of the compass?

Critical Thinking

- **6. Make Inferences** Why do you think the Song Dynasty tried to make the government exams cover more practical subjects?
- **7. Analyze Causes and Effects** How did the use of a new type of rice in China affect China's relationship with foreign lands?

Activity

Make a Map Using the map on page 387 as a model, make an outline map of China. Then reread the section, "Changes in Agriculture" on page 402. In what river valley did the Chinese create new rice fields? Put that river on your map.

Section 3

Reading for Understanding

Key Ideas

BEFORE, YOU LEARNED

During the Tang and Song dynasties, China experienced a period of great achievements.

NOW YOU WILL LEARN

Mongol invaders took over China and built a vast empire stretching from China to Europe. The Mongols increased trade and foreign contacts during their rule.

Vocabulary

TERMS & NAMES

Mongols fierce nomadic warriors who lived in the plains northwest of China

Genghis Khan (JEHNG•gihs KAHN) Mongol leader who united the Mongol tribes and began a campaign of conquest

khanate one of the parts of the Mongol Empire **Kublai Khan** (KOO•bly KAHN) grandson of Genghis Kahn who took power and gained control over all of China

Marco Polo Italian traveler in China

BACKGROUND VOCABULARY

passports official documents that identify a person as a citizen of a country and permit that person to travel outside the country

diplomats persons who represent a government in dealings with other countries

REVIEW

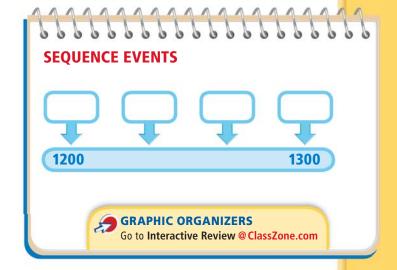
Silk Roads ancient trade routes that connected Europe with China

Reading Strategy

Re-create the time line shown at right. As you read and respond to the **KEY QUESTIONS**, use the time line to put events about the Mongol Empire in the correct chronological order so you see how they are related.



See Skillbuilder Handbook, page R5.



The Mongol Empire

Connect to What You Know As you read in Section 1, nomads from the north invaded China when the Han Dynasty fell. In the 1200s, outsiders once again invaded China. This time, the invaders were the Mongols.

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The Mongol Invasion



V KEY QUESTION Where was the Mongol Empire located?

The **Mongols** were fierce nomadic warriors who lived in the vast plains to the northwest of China. In the 1200s, they invaded China and conquered it.

A Great Leader The Mongols lived in independent family groups called clans. These clans were joined together into several tribes, which were independent of each other. But around 1206, a strong leader named Temujin (TEHM•yuh•juhn) united the Mongol tribes. One by one, he fought and defeated all his rivals for leadership. By doing so he became the khan, or ruler, of all the Mongols. He took the name Genghis Khan (JEHNG•gihs KAHN), which means "universal ruler." Genghis organized the Mongol warriors into a mighty fighting force and

began a campaign of conquest. Genghis Khan was a brilliant strategist who used tricks and brutal terror tactics to confuse the enemy. He invaded northern China, then moved west across central Asia.

Throughout history, nomadic people often had a military advantage against settled people. Settled people tried to defend their cities and towns. Nomads, however, moved quickly, looked for weak spots, attacked, and moved on. This helped them succeed at war. By 1227, the Mongols had conquered all of central Asia.

Mongol Warrior In this Persian painting from the 1400s, a Mongol warrior prepares to do battle. Stirrups allowed the warrior to stand and use both hands to fight.

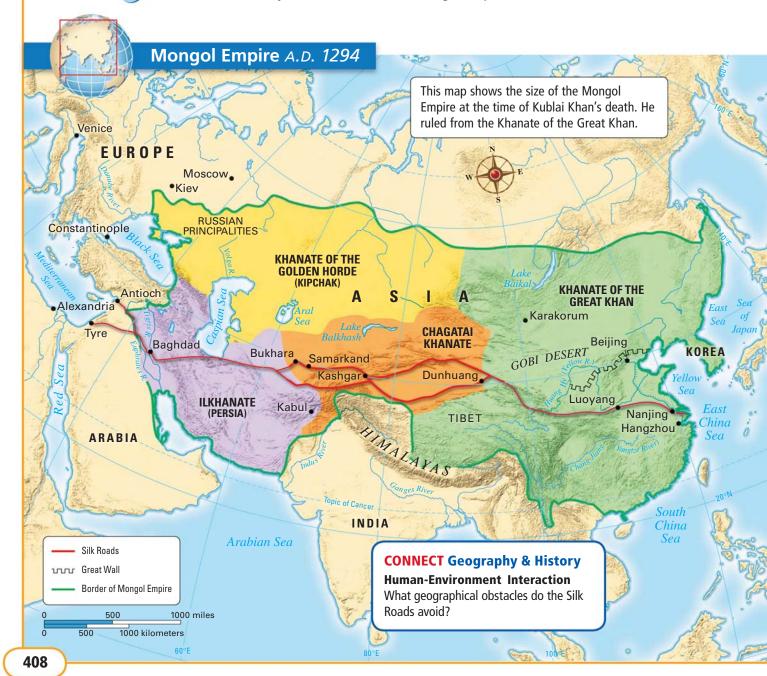
▲ Mongol Passport The Mongols issued passports for officials on government business in other countries and for important foreign visitors.



The Mongol Empire When Genghis died in 1227, his sons and grandsons continued his conquests. To the north and east, they conquered the rest of northern China and entered Korea. Next, they drove west across Asia into Russia and eastern Europe. Finally, they moved south and took control of Persia. Only attacks on Japan and parts of Southeast Asia were unsuccessful.

By 1279 the Mongols ruled the largest unified land empire in history. To govern this immense area, the Mongols divided it into four regions. Each region, called a **khanate**, was controlled by a descendent of Genghis Khan. The map below shows the territory of each of the four khanates.

SUMMARIZE Identify the areas where the Mongol Empire was located.



Mongol Government



KEY QUESTION How did the Mongols keep control of China?

Genghis' grandson Kublai Khan (KOO•bly KAHN) took control of the Khanate of the Great Khan. This khanate was the most valuable of the four because it included the Chinese lands. Kublai Khan was the first ruler in 300 years to control all of China. Furthermore, there had never been a foreign power that controlled China until the Mongols took over. Kublai ruled for 15 years before he died in 1294.

Learning to Rule The Mongols did not have much experience with a formally organized government. The Chinese, on the other hand, had a long history of organized government. So Kublai kept many aspects of Chinese rule. Using familiar styles of government made controlling China easier for the Mongols. Kublai moved the capital to Beijing and had it built in traditional Chinese style. He declared himself emperor and in 1279 founded a new dynasty—the Yuan (YOO•AHN) Dynasty.

Maintaining Control Kublai kept features of the Chinese form of government. However, he made sure that the Chinese politicians didn't gain too much power. He kept control of China in Mongol hands. He ended the state examination system for choosing officials. Instead, he gave the important government jobs to Mongols or to trusted foreigners. The Mongols believed that foreigners were more trustworthy than the Chinese because the foreigners had no local loyalties. Chinese officials were given only minor positions. Most of these jobs were at the local level and had little power.

Even so, the influence of Confucian thought remained strong during Mongol rule. Mongol officials adopted Confucian approaches to government. In addition, Kublai appointed Confucian scholars to educate the sons of the Mongol nobility.

Mongol Trade Despite differences with the Chinese, Kublai Khan was a capable leader. He worked to rebuild China after years of warfare. He restored the Grand Canal and extended it 135 miles north to Beijing. And he built a paved highway that ran over 1,100 miles and connected Beijing and Hangzhou. These land and water routes made travel between north and south easier. Trade between the two regions increased. In particular, farmers in the fertile south sold more grain to the people in the drier north. Kublai also made changes that helped promote trade and contacts with other parts of the world.



FIND MAIN IDEAS Explain how the Mongols kept control of China.

History Makers

Kublai Khan (1215-1294)

Kublai Khan was the Great Khan, the leader of all Mongol people. He gained this title in 1260 and named himself emperor of China around 1279.

Unlike most Mongols, Kublai was interested in Chinese culture. At the same time, Kublai remained loyal to his Mongol roots. To remind him of home, he planted grass from the northern plains in his palace garden at Beijing. He also honored his ancestors in Mongolian style. Every August he performed a special ritual, scattering horse milk on the ground and calling out the name of his grandfather, Genghis Khan.



Draw Conclusions How important was being a Mongol to Kublai Khan?



Opening China to the World



V KEY QUESTION How did the Mongols encourage trade?

During Kublai Khan's rule, China opened up to the outside world. The Mongols developed a thriving sea trade and welcomed foreign visitors.

Trade Routes The Mongols encouraged trade by protecting travelers. In the past, China sometimes closed overland trade routes because of warfare and banditry. Now, the Mongols controlled all of central Asia. Mongol control made overland travel safe. This period from the mid-1200s to the mid-1300s is sometimes called the Pax Mongolica, or Mongol Peace.

Caravans moved along the Silk Roads, ancient trade routes stretching from China to the Black Sea. (See the map on page 408.) Merchants took silks, porcelain, tea, and other goods to western Asia and Europe. The merchants brought back new foods, plants, and minerals. The Mongols also encouraged sea trade with countries located on the Indian Ocean and South China Sea. Merchants in Chinese ports did a lively trade in goods from both East and West. Ideas and inventions, such as gunpowder, traveled along with the trade goods. Chinese inventions reached Europe, parts of Asia, and Africa during this period.

Foreign Contacts Trade brought increased contact with foreign peoples and cultures. People from Arabia, Persia, and India frequently visited Mongol China. **Diplomats** from as far away as Europe made the long trip. These visitors helped spread news about the achievements of the Chinese civilization.

Representatives of various religious faiths also visited China. Kublai Khan favored Buddhism, but he welcomed people of all beliefs. He invited Christians, Muslims, and Buddhists to his capital. He wanted them to explain their ideas.

The most famous European visitor during this period was **Marco Polo**. Polo, a young trader from Venice, Italy, traveled the Silk Roads with his father and uncle. He arrived in China around 1275 and stayed for 17 years. Polo became an assistant to Kublai Khan and traveled throughout China on government missions. He later published a book about his adventures. Polo's book was a great success. However, many Europeans found his stories about China hard to believe.

Despite the strength of Kublai Khan's empire, it did not last long after his death. In less than a century, the Chinese overthrew the Mongols and rebuilt a Chinese empire.



SUMMARIZE Describe ways the Mongols encouraged trade.

3 Section Assessment



Terms & Names

1. Explain the importance of

Mongols Kublai Khan Genghis Khan Marco Polo khanate

Use Your Reading Notes

2. Sequence Events Use your completed time line to answer the following question:

What were the main events of the Mongol conquest of China?



Key Ideas

- 3. How did the Mongols gain power?
- **4.** How did the Mongols control China's government?
- **5.** What was the Mongol policy toward trade and foreign contacts?

Critical Thinking

- **6. Make Inferences** Why do you think Kublai Khan did not want Chinese officials to fill important government jobs?
- **7. Form and Support Opinions** Was Mongol rule good or bad for China? Explain your opinion.



Internet Activity Use the Internet to research the inventions that Marco Polo brought back from China. Create a poster showing these inventions. Write captions for the inventions pictured. **INTERNET KEYWORDS**: *Marco Polo, inventions*

Section 4

Reading for Understanding

Key Ideas

BEFORE, YOU LEARNED

The Mongols built an enormous empire that controlled much of Asia. They expanded trade and contact with other areas of the world.

NOW YOU WILL LEARN

The Mongol Empire fell apart and was replaced by the Ming Dynasty. The Ming Dynasty expanded both land and sea trade.

Vocabulary

TERMS & NAMES

Forbidden City group of walled palaces built for the Chinese emperor in the capital city of Beijing **maritime** relating to the sea

tribute payment of money or goods by one ruler or government to another in order to ensure protection

Zheng He (juhng huh) Chinese admiral whose voyages greatly expanded China's foreign trade and reputation

Manchus people from northeast of China who conquered the Ming and began the last dynasty (the Qing) in Chinese history

BACKGROUND VOCABULARY

treason helping an enemy of one's own country **compass** device used to determine geographic direction

isolated separated from others



Visual Vocabulary compass

Reading Strategy

Re-create the web diagram shown at right. As you read and respond to the **KEY QUESTIONS**, use the diagram to summarize ideas about the Ming Dynasty.



See Skillbuilder Handbook, page R4.



A Return to Chinese Rule

Connect to What You Know The Chinese were proud of their long history of great achievements. Many did not like being ruled by the Mongols.

Overthrowing the Mongols

KEY QUESTION How did the Ming Dynasty change China?

After Kublai Khan's death in 1294, Mongol rule slowly weakened. In 1368, a rebel army overthrew the Mongol emperor. They were led by Zhu Yuanzhang (joo yoo•ahn•jahng).

The First Ming Emperor Zhu Yuanzhang established the Ming Dynasty in 1368 and became its first emperor under the name Hongwu (hung•woo). He encouraged Confucianism and brought back the state exams. To help trade, he rebuilt roads and canals. In addition, he rebuilt and extended the Great Wall to improve China's defenses. Hongwu also helped farmers by lowering taxes and providing them with land.

However, Hongwu began to increase his personal power. He did away with the position of prime minister and took control of all government offices. He made all decisions himself without consulting his advisers. He set up a secret service to spy on people. Furthermore, he had tens of thousands of people arrested for **treason** and killed.



▲ Ming Vase

This porcelain vase from the Ming Dynasty features a lotus flower, a common element in Chinese art.

nimated HISTORY -

Forbidden City The Forbidden City, built mostly during the Ming Dynasty, is one of China's leading tourist attractions. \

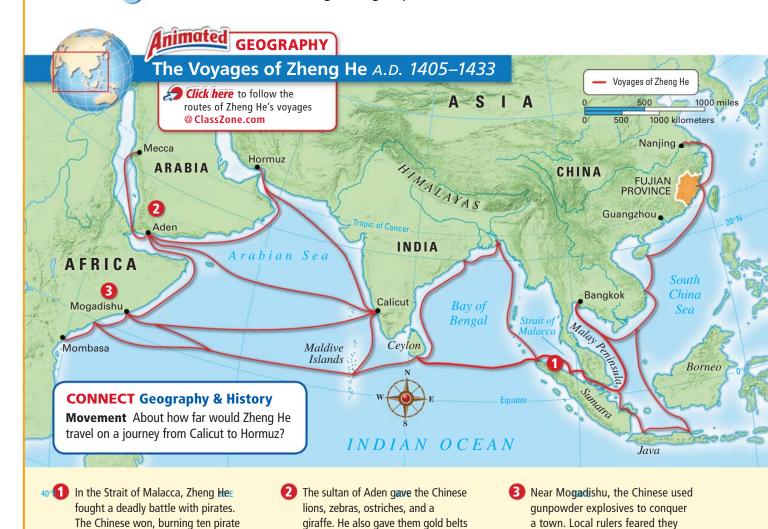


Yongle's Rule Hongwu died in 1398. He had chosen his grandson to succeed him, but not everyone accepted that choice. A struggle for power began. After nearly five years of fighting, Yongle (yung•law)—one of Hongwu's sons—declared himself emperor.

Yongle, like his father, was a strong, capable leader. Under him, the Ming Dynasty reached its height of power. One of his greatest achievements was enlarging the capital city, Beijing. In one section of the city, 30-foot-high walls surrounded a complex of more than 800 buildings and temples. This complex became known as the **Forbidden City** because commoners and foreigners were not allowed to enter it. The Forbidden City symbolized China's power and might.

Yongle wanted the rest of the world to know of his greatness. That desire led to another great achievement. In the early 1400s, Yongle sent a series of maritime expeditions to other civilizations. Maritime means "related to the sea."

SUMMARIZE Describe changes Ming emperors made in China.



and a gold hat covered with jewels.

could not defeat the Chinese.

ships and capturing seven others.

COMPARING Explorers



	Zheng He	Christopher Columbus
Date	Zheng He began his voyages in 1405.	Columbus began his voyages in 1492.
Ship	Zheng He's largest ships were more than 400 feet long.	Columbus' largest ship was about 100 feet long.
Crew	One of Zheng He's ships could carry up to 1,000 people.	Columbus' first voyage had 90 people on three ships.
Results	China ended maritime voyages in the 1430s and focused on its northern borders.	The Europeans continued their voyages and established colonies.

CRITICAL THINKING

Make Inferences How do the voyages of Zheng He illustrate the power of the Ming Empire?

Trade and Overseas Voyages



KEY QUESTION How did the Ming change China's foreign relations?

Yongle wanted to win tribute from other countries. **Tribute** is a payment made by one ruler or government to another in order to ensure protection. To achieve this goal, Yongle built a great fleet of ships.

The Voyages of Zheng He Yongle selected **Zheng He** (juhng huh) to be the admiral of the fleet. Zheng He was a Muslim who had grown up in southwestern China. Under Yongle's direction, he led seven voyages. These expeditions were completed between 1405 and 1433. Scholars estimate the voyages covered 100,000 miles and visited about 30 countries in Southeast Asia, India, Arabia, and Africa. (See see the map on page 414.)

Zheng He's foreign fleets were impressive, often made up of as many as 300 ships and 28,000 men. In addition to sailors and navigators, there were also soldiers, doctors, cooks, scribes, and carpenters on board. The ships carried enough food for the entire voyage. Water was replenished every ten days. The ships were packed with gold and silver objects, silks, porcelain dishes, and perfumes.

As he traveled, Zheng He gave out these items in exchange for goods from the countries he visited. He brought back spices, gems, medicinal herbs, and exotic animals such as zebras, ostriches, and a giraffe. On one voyage, he returned with government representatives from 30 different countries. China's foreign trade and reputation grew because of his voyages. The voyages also provided information to the imperial court about foreign countries.

CONNECT to Science

Magnetic Compass The Chinese learned that stroking a needle with a magnetic lodestone would make the needle point north-south when floated in a bowl of water. They devised a container to include the water and the needle so that it could be placed on a ship for navigation.



Make a Compass

Research the development of the compass.

- Straighten the paper clip. Rub one end of the paper clip with the magnet until it is magnetized. Mark the magnetized end.
- 2 Stick the paper clip through the piece of foam or cork. Turn the ends slightly upward.
- 3 Float the paper clip on the water in the bowl. Place the bowl on the map near China. Slowly slide the bowl south and then east toward the Indian Ocean. Watch the action of the needle.



- paper clip, magnet
- piece of foam or cork
- bowl filled with water
- desktop world map

A Change of Policy By the 1430s, Yongle and Zheng He had died. China's leaders debated whether to continue sending out large fleets on long voyages. Some Confucians opposed the voyages because they feared that more trade would make China too commercial. They wanted China to remain agricultural. Other leaders wanted the money used for defense rather than exploration. They thought China needed better protection against attacks by nomads from central Asia.

Many Chinese leaders argued that China was already the most wealthy and advanced society in the world. They believed that China did not need tribute from foreign lands. In addition, they believed that people in other places had nothing to teach China. By the mid-1400s, the Ming government ended maritime explorations.

Although the explorations stopped, China was not **isolated** from other parts of the world. Chinese merchants expanded trade with Southeast Asia. In addition, English, Portuguese, and Dutch ships traveled to China by the early 1600s. The Chinese traded silk, tea, and porcelain for a variety of Western goods, including silver.

FIND MAIN IDEAS Identify changes the Ming Dynasty made in China's foreign relations.

The Last Dynasty



KEY QUESTION What problems did the Qing Dynasty face?

The Ming Dynasty declined after almost 300 years in power. Weak rulers, high taxes, and poor harvests led to rebellion. To the northeast of China was a region called Manchuria. The people were known as the Manchus. In 1644, the Manchus took advantage of Ming weaknesses and conquered China. They started the Qing (chihng) Dynasty.

Like the Ming rulers, the Manchus allowed some trade. In general, though, they limited foreign contacts. However, their effort to restrict foreign influence in China failed. Foreigners, mostly from Europe, were eager to trade with China. Backed by the threat of military power, these foreigners forced China to trade with them. During the 1800s, Britain, France, Germany, Russia, and Japan each established special areas of influence in China. In these areas, they controlled China's economy.

The growth of foreign influence in China weakened the power of the Qing rulers. It also angered many Chinese. In 1911, a revolution began that soon overthrew the Qing emperor. The new government was a republic, with leaders chosen by election. Since that revolution, China has never returned to rule by a dynasty.



SUMMARIZE Describe the challenges the Qing Dynasty faced.



Section Assessment



Terms & Names

1. Explain the importance of

Forbidden City tribute Manchus maritime Zheng He

Use Your Reading Notes

2. Summarize Use your completed web diagram to answer the following question:

What was the purpose of Zheng He's voyages?



Key Ideas

- 3. What changes did the Ming rulers bring to China?
- **4.** Why did Yongle support ocean voyages?
- **5.** How did trade change under Manchu rule?

Critical Thinking

- 6. Compare and Contrast How did Mongol and Ming trade policies after the death of Yongle compare?
- 7. CONNECT to Today How are the reasons countries trade today unlike those of China in the 1400s?



Write Interview Questions Review the information about the voyages of Zheng He. Create a series of questions you would ask him about his travels for either a newspaper or television interview.

The Chinese Legacy

Many Chinese inventions are still a part of our lives today. The compass, the wheelbarrow, and the umbrella are only a few of the many Chinese inventions that people still use. Some of these inventions were the result of solving a problem. Others may simply have been an accident.

ay. Inly Ing

Seismoscope

- ▶ **Past** A Chinese scientist invented an accurate seismoscope (a machine to record the occurrence of earthquakes) in 132. It was a bronze vase with eight dragons around the outside.
- ▼ **Present** We use seismographs that are capable of not only recording earthquakes but also measuring their magnitude.





Each dragon held a ball in its mouth.
When the ground shook, one ball
would fall into the mouth of a frog.



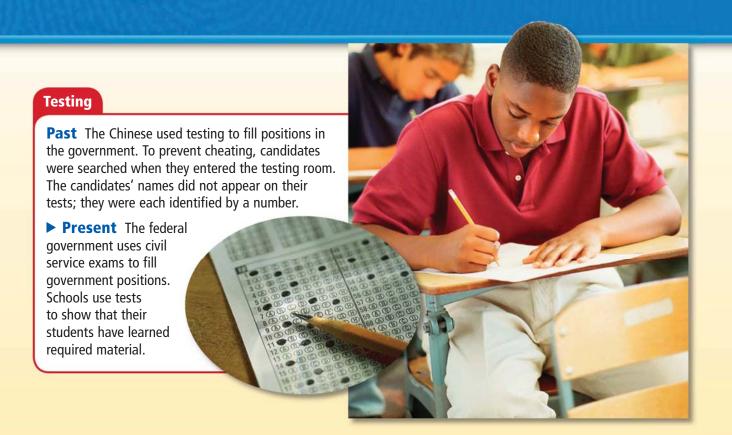
Seeing which frog held the ball made it possible to tell the direction of the earthquake.

Paper Currency

Past Paper money came into use in China in the 800s. It was called "flying cash." It was used for goods bought in distant regions.

► **Present** Businesses accept paper money in payment for goods all over the world.







Past Over 1,000 years ago, a Chinese cook created a black powder that exploded when it was lit by fire. The powder was placed inside bamboo tubes. When the tubes were lit, they made a loud noise. The result was firecrackers!

▼ **Present** This technology is now used for gunpowder and weapons—as well as for fireworks used in celebrations like this one.

Activities

- 1. TALK ABOUT IT Why do you think paper money became popular?
- 2. WRITE ABOUT IT Which of the inventions shown on these two pages are solutions to a problem? Choose an invention and write a paragraph identifying the invention and telling how it solved a problem.



Chapter 14. Assessment

Interactive (**) Review



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Early Dynasties

Tang Dynasty (618–907)

- Expanded Chinese territory
- Used scholar-officials
- Created a law code



Song Dynasty (960–1279)

- Built a network of roads and canals
- Expanded trade
- Oversaw advances in technology



Yuan Dynasty (1279-1368)

- Kept Chinese out of power
- Ended state exams
- Encouraged foreign trade



Ming Dynasty (1368–1644)

- Sponsored Zheng He's voyages; then limited foreign trade
- Restored state exam system
- Rebuilt the Great Wall



Qing Dynasty (1644–1911)

- Tried to restrict foreign influence
- Ruled as China's last dynasty



VOCABULARY

Explain why the words in each set below are linked with each other.

- 1. Confucianism and Buddhism
- 2. bureaucracy and imperial
- 3. Kublai Khan and Marco Polo
- 4. maritime and Zheng He

KEY IDEAS

Reunifying China (pages 388–397)

- 5. What are the basic principles of Confucianism?
- 6. What did the Sui and Tang dynasties accomplish?

Advances Under the Tang and Song

(pages 398-405)

- 7. How did the imperial state and the scholar-official class develop?
- 8. What technological developments came about during the Tang and Song dynasties?

The Mongol Empire (pages 406–411)

- **9.** How did Kublai Khan change China?
- **10.** What kind of government did the Mongols establish in China?

A Return to Chinese Rule (pages 412–419)

- 11. How did Yongle try to extend Chinese influence in the world?
- **12.** How did the Ming rulers after Yongle relate to the world outside China?

CRITICAL THINKING

- **13. Make Inferences** After the collapse of the Han Dynasty, why did many Chinese turn from Confucianism to Buddhism?
- 14. Evaluate How did Confucianism change during Song and Mongol times?
- 15. Analyze Causes and Effects Explain how Chinese inventions changed life in other parts of the world.

Standards-Based Assessment



- 1. Writing Activity Imagine that you are an adviser to the emperor of China in 1000. The emperor has asked you to write a paragraph summarizing reasons the network of roads and canals should be expanded. Write your paragraph using information from the chapter.
- 2. Interdisciplinary Activity—Math Use books or the Internet to research the abacus. The abacus is a computing machine that has been used in China since Tang and Song times. Create a display showing what an abacus looks like and explaining how it is used to do calculations.



SOURCE ACTIVITY Answer the

Click here to plan a virtual field trip to the Forbidden City @ ClassZone.com



Answer the ESSENTIAL QUESTION

How did China change after the fall of the Han Dynasty?

Written Response Write a two- or three-paragraph response to the Essential Question. Consider the key ideas of each section and specific details about changes in China after the Han Dynasty. Use the rubric to guide your thinking.

RESPONSE RUBRIC

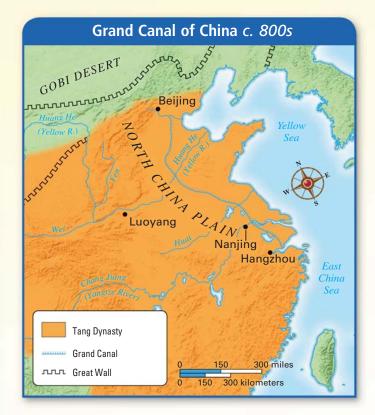
A strong response will

- discuss the changes in China's political and social life
- identify the influences of non-Chinese on China's government

Test Practice

- Online Test Practice @ ClassZone.com
- Test-Taking Strategies and Practice at the front of this book

Read Maps The 1,000-mile long Grand Canal is the longest artificial waterway in the world. Use the map and your knowledge of world history to answer the questions.

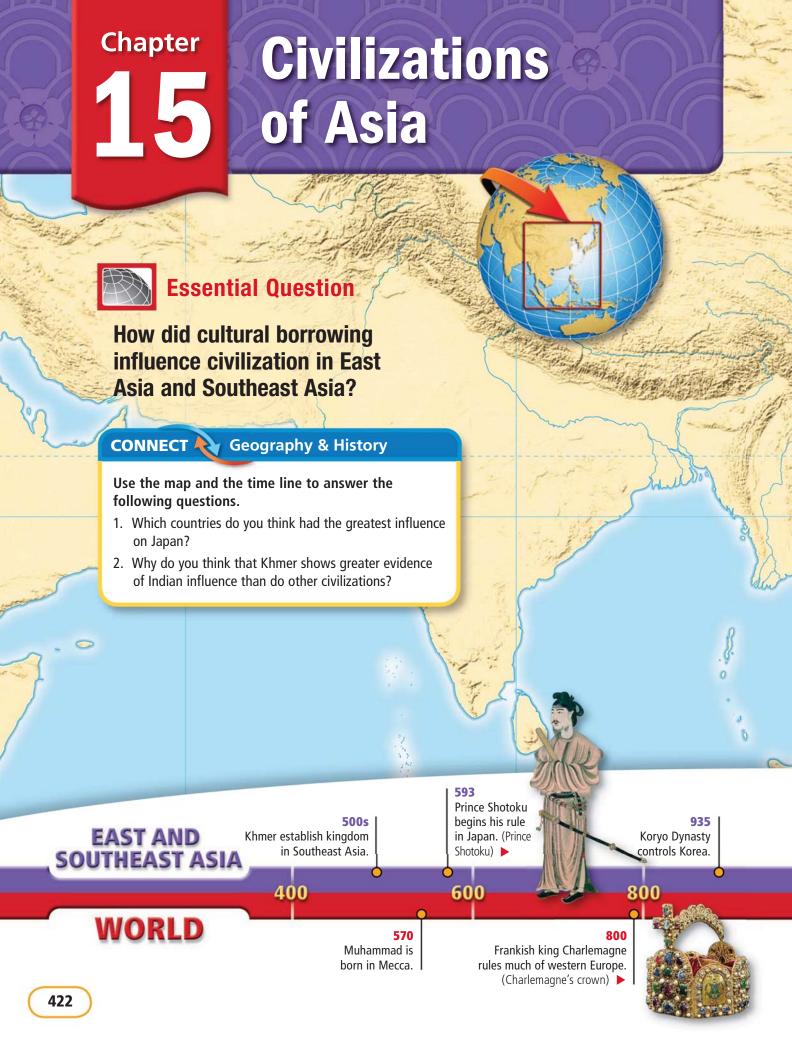


1. What is the southernmost port on the Grand Canal?

- A. Beijing
- B. Luoyang
- C. Nanjing
- **D.** Hangzhou

2. Which rivers are connected by the Grand Canal?

- A. Huang He and Wei
- B. Wei and Chang Jiang
- C. Chang Jiang and Huang He
- **D.** Wei, Chang Jiang, and Huang He





Section •

Reading for Understanding

Key Ideas

BEFORE, YOU LEARNED

Successive rulers built China into the most powerful and advanced empire in the world.

NOW YOU WILL LEARN

Japanese civilization was greatly shaped by Chinese influences and the rise of feudalism and military rulers.

Vocabulary

TERMS & NAMES

Shinto Japan's original religion; involves worshiping gods believed to be found in nature Zen form of Buddhism that focuses on self-discipline, simplicity, and meditation haiku Japanese form of poetry that has 17 syllables arranged in lines of 5, 7, and 5 syllables daimyo (DY•mee•OH) noble who had large landholdings and a private army

samurai (SAM•uh•RY) professional soldiers of

Japan

vassal person in feudal society who got land
and protection from a lord in return for services

shoguns Japanese military leaders who ruled on
the emperor's behalf

BACKGROUND VOCABULARY

regent person who rules for a monarch who is absent, ill, or too young to governembassy office of one country's government in another country

figurehead someone who appears to have power but does not

REVIEW

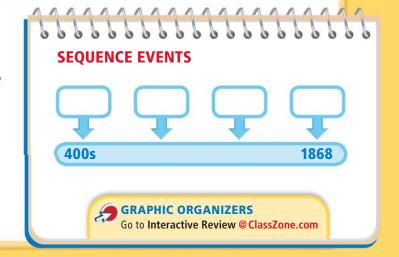
clans groups of families who share an ancestorBuddhism religion that began in India and is based on the teachings of Siddhartha Gautamacalligraphy art of fine handwriting

Reading Strategy

Re-create the time line shown at right. As you read and respond to the **KEY QUESTIONS**, use the time line to record major events in Japanese history.



See Skillbuilder Handbook, page R5.



Japanese Civilizations

Connect to What You Know How do you think you would you be affected by a bigger and stronger neighbor? Japan, the much smaller island neighbor of China, would feel Chinese influence for centuries.

Land of the Rising Sun

V

KEY QUESTION How was Japan's development influenced by its closeness to China and Korea?

Japan is located 120 miles off the coast of Asia. In some ways, it is a difficult place to live. Only 15 percent of the land is flat enough for farming. The islands have few natural fuels such as coal and oil. But Japan has advantages too. It has a mild climate with plenty of rain, so rice grows well there. Because Japan is an island, the ocean provides abundant fish for food. It also provides protection from invasion.

Nature Inspires Japanese Culture Japan's many mountains and frequent rainfall have resulted in lush green lands. Japanese culture often expresses a love of this natural beauty. One form of expression is the traditional religion known as **Shinto**. *Shinto* means "way of the gods." It

is based on respect for nature and ancestors. According to Shinto, rocks, trees, rivers, and other natural objects are often home to divine spirits.

Japan's Neighbors Japan's closest neighbors are China and Korea. Both countries influenced Japan, but the powerful Chinese civilization had the strongest impact. China, in fact, gave Japan its name. The Chinese referred to the islands to the east as "the land of the rising sun," which is *Nippon* in Japanese. Nippon is what the Japanese call their country.

Starting with a Story

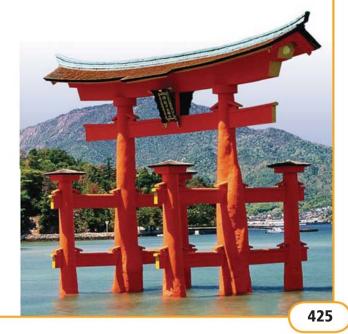
This is Japan in the 1300s. You are watching a 15-year-old boy complete his training to become a warrior!

to listen to the story ClassZone.com



Floating Shinto Gate

Shrines where Shinto believers worship are marked by a gate, or *torii*. Shinto is the traditional religion of Japan.



Japan's Emperors For centuries, Japanese society was organized around large and powerful clans. Clans are groups of families related through a common ancestor. In the A.D. 400s, the Yamato clan of central Japan established itself as the most powerful. Japan's first emperors came from this clan. Tradition held that members of the Yamato clan were descendants of the sun goddess. Emperors are human, but because of this tradition the Japanese also treat them as divine, or godlike.

The emperor claimed to rule. However, wealthy noble families usually held the real power. One ruler who did wield power, Prince Shotoku (SHOH•toh•KOU), was not an emperor but a regent. A regent is a person who rules if the

ruler is absent, ill, or too young to govern.



▲ Prince Shotoku The seventh-century Japanese regent is shown with his two sons.

Prince Shotoku's Reign Prince Shotoku, who ruled two strom 593 to 622, was impressed by Chinese culture. He sent Japanese scholars to study in China. He also welcomed skilled workers from China to Japan. Shotoku opened an embassy in China. An embassy is an office of one country's government in another country. In addition, he drew up guidelines for Japanese leaders that were based on Confucian principles, such as loyalty and respect. These guidelines became known as the Seventeen-Article Constitution.

One aspect of Chinese culture that impressed Shotoku was Buddhism. With Shotoku's encouragement, it spread quickly in Japan. As you recall, **Buddhism** was based on the teachings of Siddhartha Gautama, who was born in India, not Japan. Therefore, many Japanese felt that Buddhism challenged Shinto, the traditional belief system of Japan. They strongly opposed Shotoku's support for Buddhism. Eventually, however, most Japanese blended the two religions. They accepted Buddhism, but shaped it according to traditional Japanese customs. At the same time, they continued to practice Shinto.

SUMMARIZE Explain why Japan's development was influenced by its closeness to China and Korea.

Japanese Culture



KEY QUESTION What was unique about Japanese culture?

Japan was heavily influenced by Chinese culture. But the Japanese took these foreign ideas and adapted them to meet their own needs. Buddhism is a particularly good illustration of this practice.

Buddhism in Japan Buddhism began in India in the 500s B.C. It then spread to China and Korea and arrived in Japan some time during the A.D. 500s. Buddhism had a powerful influence on Japanese culture. It was popular first with the nobility and later with the common people. The Buddhist belief that peace and happiness could be gained by leading a life of virtue and wisdom appealed to many.

Different forms, or sects, of Buddhism developed in Japan over the centuries. **Zen**, which held that something precious and divine exists in each person, became very popular. It put emphasis on self-discipline, simplicity, and meditation. Followers of Zen focused on achieving inner peace. They believed that quiet reflection was more useful than performing rituals or studying religious books. At the same time, Zen encouraged people to act boldly. This mix of simplicity and boldness made Zen popular with the military.

Japanese Literature In literature, too, China's influence remained, but Japan developed its own cultural traditions. One of Japan's finest writers was Lady Murasaki Shikibu (MOO•rah•SAH•kee SHEE•kee•BOO). She lived at the emperor's court in the early 1000s. Murasaki wrote The Tale of Genji, a book about the life of a prince in the imperial court. It is a long, realistic story focused on a single character. These features make it the world's first important novel.

Lady Murasaki Lady Murasaki's The Tale of Genji provides detailed descriptions of life at the Japanese imperial court. How might novels be of use to historians? V

In the area of drama, the Japanese developed two distinct forms—noh and kabuki (kuh•BOO•kee). Noh plays were often retellings of legends and folktales. Actors wore painted wooden masks to show various emotions and used gestures, costumes, and music to tell the story. These plays were performed for both upper classes and common people. Kabuki combined melodramatic singing and dancing with elaborate costumes and heavy makeup. This type of drama was more informal than noh. Its themes often dealt with common people. Both noh

and kabuki remain popular today.



A Special Form of Poetry Some of the most popular Japanese poems are very short compared with the poetry of other countries. One short form of poetry is called **haiku**. It has just 17 syllables—three lines of 5, 7, and 5 syllables. Matsuo Basho, who lived in the 1600s, was a great haiku poet. He wrote poems that had the quiet, reflective spirit of Zen, such as this one about a pond.

An old silent pond . . . Into the pond a frog jumps, splash! Silence again.

Distinctive Japanese Arts Two themes often expressed in Japanese literature and drama are simplicity and a love of natural beauty. These themes also appear in other Japanese art forms.

Like the Chinese, the Japanese wrote with brushes and ink on paper. They considered writing a way to express beauty. **Calligraphy** is the art of beautiful writing. Each character is painted in a set order of brush strokes. Calligraphers vary the shapes and sizes of characters to suggest different meanings.

Brush painting with ink on paper scrolls and silk began in the 600s. Typical Japanese designs are very detailed. They depict landscapes, historical events, and daily life. Sometimes a short description is written on the art itself.

The art of flower arranging was another tradition brought to Japan by Buddhists. People used simple arrangements that highlighted the beauty of flowers. Landscape gardeners also tried to create gardens that would show the beauty of nature. Such gardens were arranged with rocks and pathways and few flowers or trees. Gardening and flower arranging remain important art forms in Japan today.

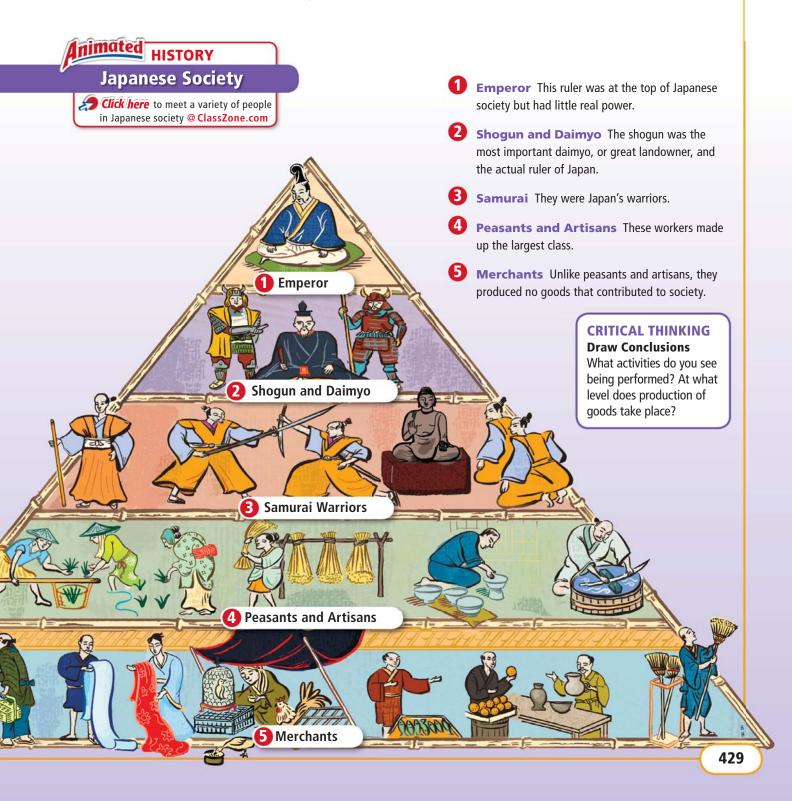


DRAW CONCLUSIONS Identify what was unique about Japanese culture.

The Rise of a Military Society

KEY QUESTION How did Japan become a military society?

Japan remained strong and united after Prince Shotoku's death in 622. The emperor still headed the central government, but he was only a **figurehead**—someone who appears to have power but does not. Wealthy nobles were the real rulers of Japan. During the 1100s, however, their power began to decline.



Feudalism in Japan Great landowners, known as **daimyo** (DY•mee•OH), ignored the central government. Rather, they acted more and more as independent local rulers. They hired trained warriors called **samurai** (SAM•uh•RY) for protection and to attack other daimyo.

As the power of the daimyo increased, so, too, did lawlessness. Small landowners wanted protection. To win the aid of a more powerful lord, they pledged to serve that lord. A person who received land and protection from a lord in return for service was called a vassal. This lord-vassal system increased the power of the daimyo. It also marked the start of feudalism in Japan. (You will read more about feudalism in Chapter 16.)

Shoguns and Samurai During the late 1100s, military leaders called **shoguns** took control in Japan. *Shogun* means "supreme commander of the army." Shoguns led more than just the army; they also ruled the country. They ruled on the emperor's behalf, but usually their own interests came first. One important shogun was Tokugawa Ieyasu (TOH•koo•gah•WAH EE•yeh•YAH•soo). Japan was under a shogunate, or military rule, for nearly 700 years.

Shoguns led great armies of samurai. Fearsome warriors, samurai vowed to serve their lord to the death. Dying honorably was more important to them than a long life. Samurai lived by an unwritten code called *bushido*, which called for honor, loyalty, and bravery. Samurai also pledged to show respect for the gods and generosity toward the poor. Zen Buddhism was an important aspect of their lives. Samurai values and traditions continue to appeal to many Japanese even today.

History Makers

Tokugawa leyasu (1543–1616)

Conflict dogged Tokugawa Ieyasu, one of Japan's most powerful shoguns. When he was two, he was separated from his mother by a family feud. When he was six, his father was murdered. As an adult, Ieyasu was often in battles.

When he became ruler, leyasu wanted to make the country peaceful and stable. He had studied history and concluded that only a strong, united government could bring peace and stability.

CRITICAL THINKING

Make Inferences What impact do you think leyasu's early life had on his actions as a ruler?



Three Powerful Shoguns A succession of three strong military leaders ended the fighting among the daimyo. In doing so, they helped to unify the country.

In the mid-1500s, Oda Nobunaga (OH•dah NOH•boo•NAH•gah), a poweful daimyo, came to power. His soldiers were the first Japanese to use guns in battle. Though often outnumbered, they usually were victorious. Through wars and negotiations, Nobunaga won control of nearly half of Japan.

Shortly after Nobunaga died in 1582, his best general, Toyotomi Hideyoshi (TOH•yoo•TOH•mee HEE•deh•YOH•shee), took his place. Through force and political alliances, Hideyoshi controlled all of Japan when he died in 1598. Then his generals fought wars among themselves to rule Japan. The winner, Tokugawa Ieyasu, was named shogun in 1603. He founded a dynasty, the Tokugawa Shogunate, that held power in Japan until 1867.

When Ieyasu became shogun, Japan had growing ties with Europe. But Ieyasu and his successors worried about changes foreign influence would bring to Japan. So they drove out foreign merchants and missionaries. They banned Christianity and executed Japanese Christians. They also forbade the Japanese to leave Japan and ended nearly all foreign trade. In time, Japan went into a period of isolation, or separation from the world, that would last until the 1850s.

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Please refer to the image in the textbook.

▲ Samurai Sword

A samurai sword was not only a weapon but was often the work of a swordsmith's artistry.



ANALYZE EFFECTS Describe how Japan became a military society.

1

Section Assessment



ONLINE QUIZ

For test practice, go to Interactive Review @ ClassZone.com

Terms & Names

1. Explain the importance of

Shinto daimyo vassal haiku samurai shogun

Use Your Reading Notes

2. Sequence Events Use your completed time line to answer the following question:

What event would you consider the most important in Japan's history during this period? Explain your choice.



Key Ideas

- **3.** Why was Japan influenced by its closeness to China?
- **4.** How does Japanese art and poetry reflect a love of natural beauty?
- **5.** What caused the rise of military government in Japan?

Critical Thinking

- **6. Make Inferences** How might Japan's culture have developed differently without Chinese influence?
- 7. CONNECT to Today Why do you think the values of the samurai code continue to appeal to many Japanese today?



Internet Activity Use the Internet to research the code of the samurai. Create a poster using simple images with labels to show the main principles.

INTERNET KEYWORD: samurai code

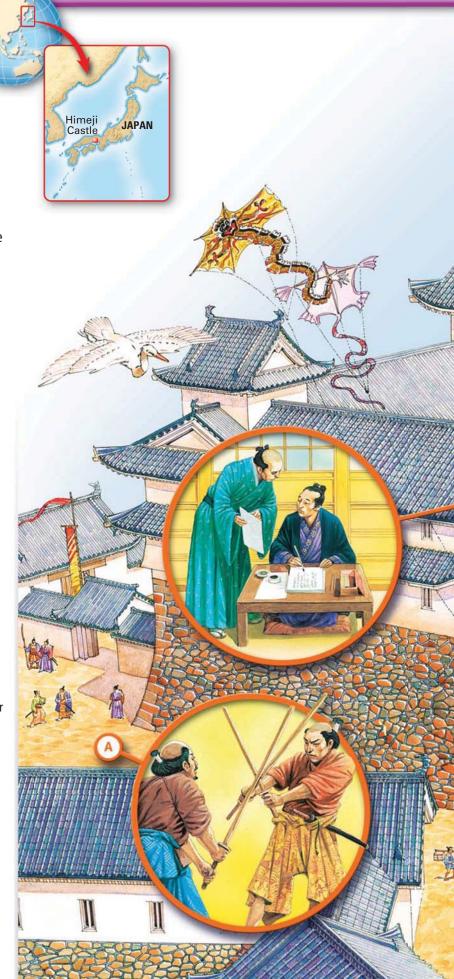
Daily Life

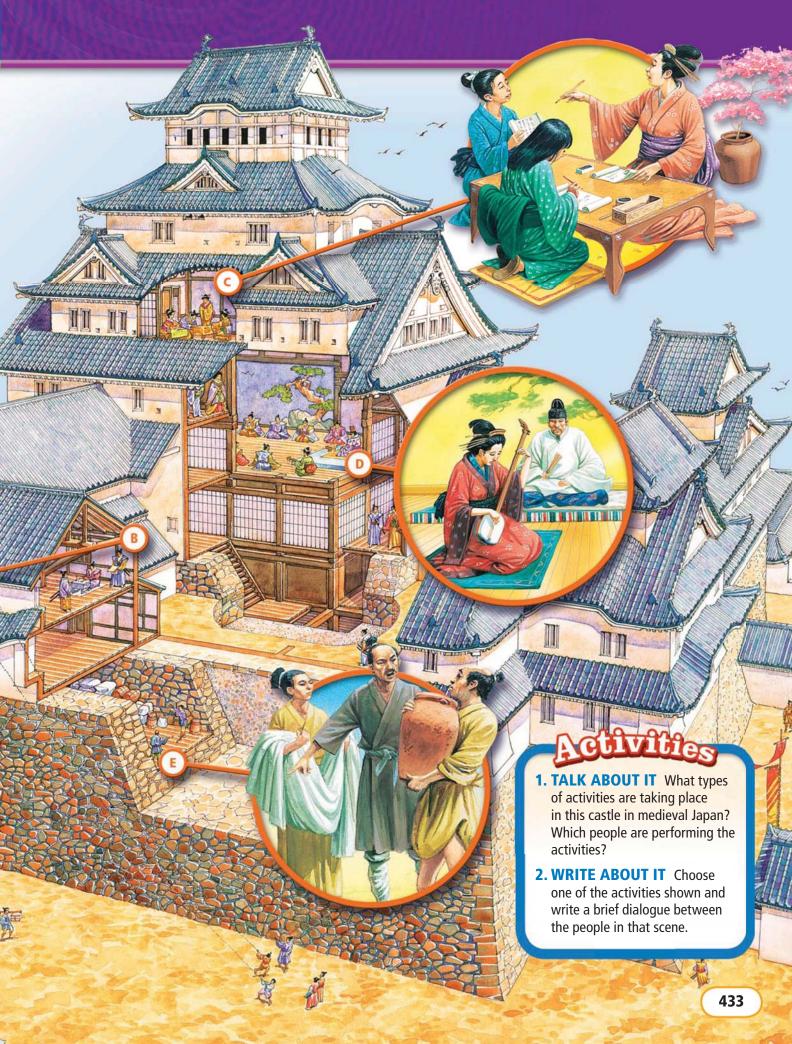
An Inside Look at Himeji Castle

A samurai warrior in 1500s and 1600s Japan probably lived in the large castle of the lord, or daimyo, he served. It might have looked like Himeji Castle, shown here. Daimyo built the castle primarily for defense, but it also served as a center to administer the lord's estate.

These castles, and the towns that were built around them, housed servants, soldiers, officials, and the samurai's families. As shown here, many different activities dominated castle life at this time.

- A Soldiers As a soldier living in the castle, you were always ready to protect it. During periods of peace, you spent much of your time training on the castle grounds.
- Scribes As a scribe, you wrote letters and made sure that a messenger delivered them to other samurai and to the emperor.
- G Samurai Wives As the wife of a samurai, you educated your daughters and taught them manners. However, you might also have commanded the castle's soldiers while your husband was away.
- **D** Entertainment You and your family might have enjoyed the talents of musicians.
- Servants If you were a servant, you spent your days preparing food, cleaning rooms, washing clothes, and keeping the castle in good order.





Section **9**

Reading for Understanding

Key Ideas

BEFORE, YOU LEARNED

Japanese civilization, for the most part, was shaped by Chinese influences and the rise of feudalism and military rulers.

NOW YOU WILL LEARN

Several small kingdoms, greatly influenced by Chinese and Indian culture, developed in East and Southeast Asia.

Vocabulary

TERMS & NAMES

Koryo kingdom on Korean Peninsula, established in the 900s, from which present-day Korea takes its name

celadon (SEHL•uh•DAHN) ceramic pottery with a thin blue or green glaze perfected in Korea

Khmer Empire empire that began in the 500s and had gained control of much of mainland Southeast Asia by the 800s

Angkor Wat temple complex built on the Indochinese Peninsula in the 1100s, the world's largest religious structure

Dai Viet independent kingdom established by the Vietnamese after they drove the Chinese from the Indochinese Peninsula in the 900s

BACKGROUND VOCABULARY

supremacy condition or quality of being the highest in excellence or achievement
 Indochinese Peninsula one of two peninsulas on which mainland Southeast Asia lies; located

REVIEW

south of China

Hinduism modern name of the major religion of India, which developed from Brahmanism

Reading Strategy

Re-create the chart shown at right. As you read and respond to the **KEY QUESTIONS**, use the chart to compare and contrast the accomplishments of the various kingdoms discussed in the section.



See Skillbuilder Handbook, page R8.

COMPARE AND CONTRAST

Korea	Khmer Empire	Vietnamese Kingdoms
1.	1.	1.
2.	2.	2.
3.	3.	3.
4.	4.	4.



Korea and Southeast Asia

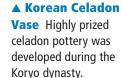
Connect to What You Know As you read earlier in this chapter, Japan's development was significantly influenced by China. Japan was not alone, though, in feeling the influence of more powerful neighbors. Smaller kingdoms in Korea and Southeast Asia rose in the shadow of China to the north and India to the west.

An Independent Korea

V KEY QUESTION Why did Korea adopt many elements of the culture of China?

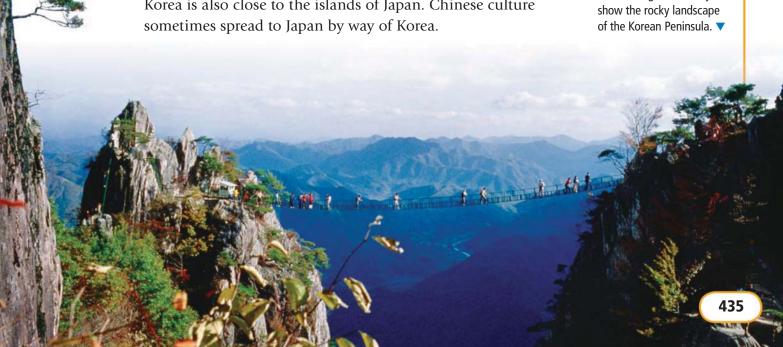
Korea is one of the world's oldest nations. According to legend, it was founded in the 2300s B.C. Korea developed independently of China but was influenced by Chinese culture. Throughout their history, Koreans borrowed Chinese practices and ideas. However, as the Japanese did, they adapted much of what they borrowed to meet their own needs.

Geography of Korea Korea is a peninsula. It extends south from northern China, on the Asian mainland. (See the map on page 437.) Only the Yalu and Tumen rivers separate Korea from its much larger neighbor to the north. So movement between the two countries has been relatively easy throughout history. Korea is also close to the islands of Japan. Chinese culture



Mount Daedunsan

This mountain and its surrounding area vividly



Founding Korean Kingdoms Korea's first inhabitants were probably nomads from the north. They lived in clans. In 108 B.C., Han Chinese invaded northern Korea. The Koreans resisted and won back most of the lost territory by 75 B.C. Over the next 700 years, three main kingdoms formed in Korea. These kingdoms fought for **supremacy**, or dominance, of the Korean Peninsula.

The Silla kingdom in the southeast conquered the other two kingdoms during the 600s. As it did, it also drove out the remaining Chinese. Silla united Korea for the first time. But soon Silla nobles were fighting among themselves for power. Peasants, too, rebelled. These conflicts caused Silla to collapse in 935. A kingdom called **Koryo** replaced it. The name Korea evolved from this kingdom's name.

China Influences Korea The Koryo rulers modeled their government after China's. Koreans also learned rice cultivation and possibly papermaking from the Chinese. In addition, they adapted Chinese artistic styles, including a method for making pottery. In fact, Korea was famous for its **celadon** (SEHL•uh•DAHN), pottery that has a bluish-green glaze. Koreans also learned about two belief systems from China: Buddhism and Confucianism. Buddhism was adopted first by the nobles and later by the common people. It then spread from Korea to Japan.

CONNECT 🔷 to Today

Haein-sa Temple

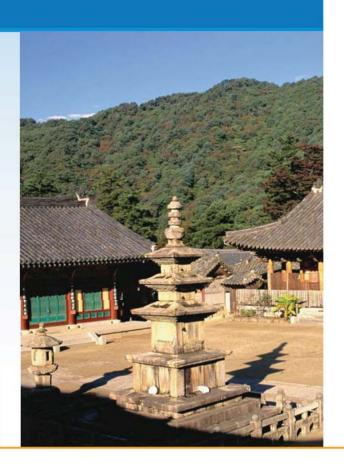
Haein-sa Temple, or the Temple of Reflection on a Calm Sea, is one of the most important Buddhist centers in South Korea. According to legend, the temple was built in the early 800s by a king of Silla. He wanted to honor the Buddha because two Buddhist monks had cured his wife of a deadly disease.

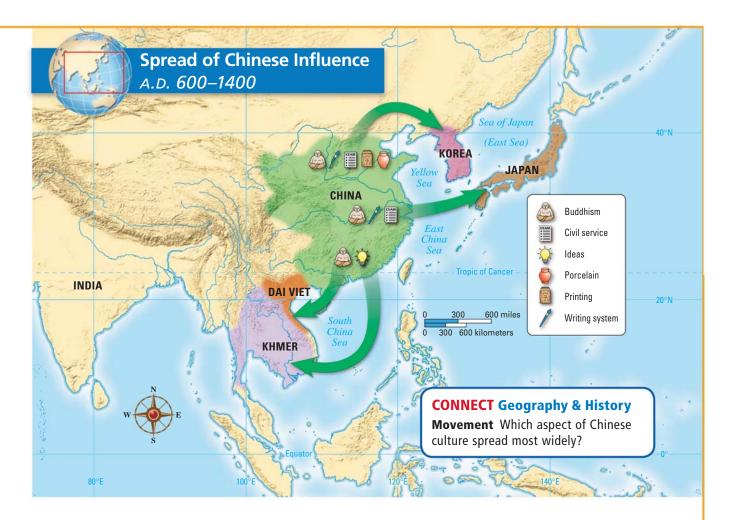
Haein-sa Temple is best known as the home of the Tripitaka Koreana, a collection of more than 81,000 wooden printing blocks dating from the mid-1200s. They provide the world's most complete collection of Buddhist texts.

In recognition of the Tripitaka's historical and religious importance, the United Nations Educational, Scientific and Cultural Organization (UNESCO) named Haein-sa Temple a world cultural heritage site in 1995.

CRITICAL THINKING

Make Inferences What do you think the woodblocks suggest about Buddhism in Korean culture?





Resisting Foreign Invaders Korea remained united and independent for centuries. But it had to struggle to be free of foreign control. In 1231, the Mongol conquerors of China invaded the kingdom. They demanded a heavy tribute, including supplies and soldiers. They also carried off thousands of children and skilled workers as slaves. Mongol influence over Korea lasted until the 1360s, when the Mongol Empire collapsed.

In 1392, the powerful Yi family took control. They established a new dynasty, the Choson Dynasty, which ruled Korea for more than 500 years. Choson rulers chose a new capital city, called Seoul, on the Han River in the center of the country. They also took steps to strengthen their defenses. They built forts along the northern border with China, and they drove Japanese pirates from island bases off the coast. These actions brought a long period of peace for Korea. In 1592, however, Japanese forces invaded Korea. The Koreans, with help from their Chinese allies, stopped the Japanese advance at the Yalu River. But it took them another six years to drive the invaders from the Korean Peninsula.



ANALYZE CAUSES Explain why Korea adopted many elements of the culture of China.

COMPARING Writing Systems

Initially, both the Koreans and the Vietnamese adopted the Chinese writing system. Over time, however, they abandoned it for completely different writing systems.

In the 1400s, the Koreans invented a system called hangul (HAHN•gool). It consists of 24 letters that are combined in syllable blocks to form words. Even though these syllable blocks look like pictographs, they are very different from Chinese characters.

Quoc-ngu (kwahk•noo), a system based on the Western alphabet, was introduced to the Vietnamese in the 1600s. Diacritic marks, or accents, are added to indicate tone. Changing the tone in which a word is said changes its meaning.

	character	meaning	
Korean	아녕 (ahn-nyohng)	hello (informal—used for younger people and very close friends)	1
Chinese	你好 (nee how mah)	hello, how are you	S. S.
Vietnamese	xin chào (sihn chow)	hello, how are you	
	INKING ces Why do you ns and Vietnamese		

might have abandoned the Chinese

writing system?

The Khmer Empire



X KEY QUESTION How did the Khmer Empire adapt to outside influences?

Another peninsula—the **Indochinese Peninsula**—extends to the south of China. It is the location of the Khmer Empire, the most powerful and longest-lasting kingdom on the mainland of Southeast Asia. It was centered in what is today Cambodia. (See the map on page 437.) The culture of Khmer was influenced by its northern neighbor, China. But its western neighbor, India, had a much stronger impact. From India, the Khmers took ideas about rule by a god-king, a writing system, and forms of religion—Buddhism and Hinduism. Indeed, according to legend the Khmer rulers were descended from a marriage arranged by the Hindu deity Shiva.

Early History Around A.D. 100, people in what is now the southern part of Cambodia set up the kingdom of Funan. The Funanese were a seafaring people who had trade relations with China and other lands. However, they were influenced by many Indian customs, including the Hindu religion. By the 500s, Funan had gone into decline. People from the north, known as Khmers, moved into the area and set up several small kingdoms.

The economies of these kingdoms were based on trade and farming. However, they prospered mainly because of their successful cultivation of rice, which they learned from the Chinese. Peasant farmers built excellent irrigation systems to help them grow the crop. They also developed better seeds that may have allowed them to grow as many as three crops a year.

Angkor Era By the 800s, the Khmer kingdoms had combined into a great empire. At that time, the Khmer ruler began to build a new capital at Angkor. Several temples were constructed there. The most famous formed a complex known as **Angkor Wat**, built in the 1100s. As you read in Chapter 5, the complex was built as a symbolic mountain dedicated to the Hindu deity Vishnu. The builders of the temple covered the walls with carvings of the highest quality. Some illustrate the deeds of Vishnu. Others show scenes from Khmer history.

The Khmer Empire reached its peak in the 1200s, when it controlled much of the Indochinese Peninsula. However, it started to decline in the 1300s. The huge building programs undertaken by Khmer rulers drained resources. Also, the empire came under attack from nearby kingdoms. In 1431, Angkor fell to the Thais (tyz), a people from what is now Thailand.



SUMMARIZE Outline how the Khmer Empire adapted to outside influences.

Angkor Wat The temple at Angkor Wat is a masterpiece of Khmer architecture. What does the magnificence of Angkor Wat suggest about the empire that huilt it?



Vietnamese Kingdoms



KEY QUESTION What role did China play in the development of Vietnamese kingdoms?

Mountains separate the mainland peninsula of Southeast Asia from China to the north. (See the map on pages 422–423.) So people moved between the two regions mostly by sea or along coastal plains. Chinese soldiers, merchants, and missionaries followed these routes as they brought China's culture to Vietnam and other regions.

The Kingdom of the Viets The Viets were a people who lived just south of China in what is now Vietnam. In 111 B.C., the Chinese conquered their kingdom, called Nam Viet. At first, China's rule was not harsh. Mostly, Chinese rulers wanted to use the region's ports on the South China Sea. Chinese trading ships needed places to stop on the way to and from India and the islands of Southeast Asia.

Soon, though, China's rulers began to force the Vietnamese to adopt their culture. For example, they required them to speak Chinese and to wear Chinese clothes. They also forced them to follow the principles of Confucianism and Daoism. But many Vietnamese resisted these efforts.

Driving Out the Chinese In A.D. 40, Trung Trac, a noblewoman whose husband had been killed by the Chinese, led a rebellion against China's rule. She was joined by her sister, Trung Nhi. Their forces were successful at first but were later overpowered. The Vietnamese rebelled several times during the next few centuries. But at the same time, they continued to adopt elements of Chinese culture, including Buddhism. In the 900s, China's Tang Dynasty weakened, and the Vietnamese broke free.

> ◆ The Trung **Sisters** The Trung sisters ruled briefly together after they drove out the Chinese.

Image not available for electronic use. Please refer to the image in the textbook. Dai Viet In 939, the Vietnamese established an independent kingdom called Dai Viet. Its rulers set up a strong central government and encouraged farming and trade. Over the years, the kingdom prospered. However, China continued to pose a threat. In the 1200s, Mongols who had conquered China attacked Dai Viet. Under the brilliant leadership of General Tran Hung Dao, the Vietnamese turned back the invaders three times. However, the fighting left the kingdom considerably weakened.

In 1407, Chinese soldiers of the Ming Dynasty invaded the kingdom. They defeated the Vietnamese but could not hold on to power. The Vietnamese eventually drove them out in 1428 and returned to ruling themselves. Dai Viet then strengthened its position by seizing Champa, a rival kingdom to the south.



ANALYZE CAUSES Explain the role that China played in the development of Vietnamese kingdoms.



▲ A Vietnamese Hero Tran Hung Dao was one of Vietnam's greatest military leaders. However, he preferred to write poetry.

2

Section Assessment



Terms & Names

1. Explain the importance of

Koryo Khmer Empire Dai Viet celadon Angkor Wat

Use Your Reading Notes

2. Compare and Contrast Use your completed chart to answer the following question:

What common themes do you notice about Korea, Khmer, and Vietnam?

Korea	Khmer Empire	Vietnamese Kingdoms
1.	1.	1.
2.	2.	2.
3.	3.	3.
4.	4.	4.

Key Ideas

- 3. Where did Buddhism spread from China?
- **4.** Which country had the greatest impact on the culture of the Khmer Empire?
- **5.** What was a recurring theme in the history of the Vietnamese people?

Critical Thinking

- **6. Make Inferences** What role did geography play in the early development of mainland Southeast Asia?
- **7. Compare and Contrast** How are the histories of Korea and the kingdoms of Southeast Asia similar? How are they different?



Make a Map Make an outline map of Asia. Then use the map on page 437 to draw the boundaries of China, India, Korea, Dai Viet, and Khmer. Also add the physical features mentioned in this section.

Section 3

Reading for Understanding

Key Ideas

BEFORE, YOU LEARNED

Smaller kingdoms in Korea and Southeast Asia arose in the shadow of China to the north and India to the west.

NOW YOU WILL LEARN

The Mughals brought together Turks, Persians, and Indians in a vast empire.

Vocabulary

TERMS & NAMES

Mughals (MOO•guhlz) Muslims from central Asia who conquered northern India in the 1500s Babur general who led the Mughal conquest of northern India

Akbar Mughal emperor who showed wisdom in governing his empire

Jahangir (juh•hahn•GEER) weak Mughal emperor; the son of Akbar

Nur Jahan wife of Mughal emperor Jahangir; held the true power during her husband's reign **Shah Jahan** Jahangir's son, who became the emperor of the Mughal Empire in 1628

Taj Mahal beautiful tomb built by Shah Jahan to honor his wife, Mumtaz Mahal

Aurangzeb (AWR•uhng•zehb) Shah Jahan's son, who became the emperor in 1658

BACKGROUND VOCABULARY

Deccan Plateau high area of land at the center of the Indian subcontinent

REVIEW

empire group of territories and peoples brought together under one supreme ruler

pilgrimages journeys to a sacred place or shrine



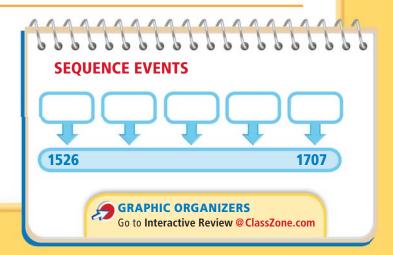
Visual Vocabulary Shah Jahan

Reading Strategy

Re-create the time line shown at right. As you read and respond to the **KEY QUESTIONS**, use the time line to record the successes and failures of each Mughal emperor.



See Skillbuilder Handbook, page R5.



The Mughal Empire of India

Connect to What You Know As you learned in Chapter 5, India experienced a golden age under the Gupta Empire. During this period, Hinduism reemerged as India's dominant religion. However, the golden age was short-lived. In the middle A.D. 400s, nomads from central Asia thundered across the plains and overran northern India. They brought the Gupta Empire to an end around 540.

▲ Mughal Elephant

The Mughals used elephants as a means of transport, for hunting, in battle, and for religious ceremonies.

Early History of the Mughals



KEY QUESTION How was the Mughal Empire built?

After the fall of the Gupta Empire, India broke into many small kingdoms. These kingdoms often fought one another. They also faced challenges from outside. First, Muslim Arabs invaded. Then, Muslim Turks arrived and took control of lands west of the

Indus River valley. Around the year 1000, well-trained armies of Turks swept across the Indus. In a series of brutal campaigns, they conquered northern India. The Turks established a kingdom based in the city of Delhi called the Delhi Sultanate. The Muslim rulers saw their Hindu subjects as conquered people and treated them badly.

The sultanate lasted for about 300 years until yet another invasion occurred. In 1398, Mongols from central Asia stormed into India. Led by the fierce conqueror Timur the Lame, they burned Delhi and destroyed the sultanate. Once again, northern India splintered into a collection of small kingdoms.

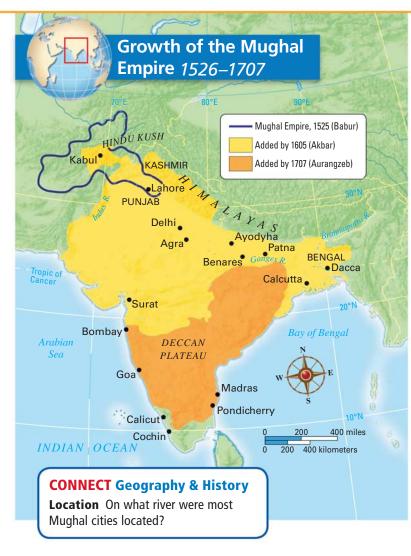
Early Mughal History

This painting from the 1700s shows Timur the Lame (left), Babur (center), and Babur's son, Humayun. V

Image not available for electronic use. Please refer to the image in the textbook.

Babur For a century, these small kingdoms warred with one another. Then a powerful new group of invaders swept into India and took control.

These people were the **Mughals** (MOO•guhlz), Muslim invaders from central Asia. Their leader was **Babur**, a brilliant general who was descended from both Timur the Lame and Genghis Khan. (You read about Genghis Khan in Chapter 14.) Starting in 1526, Babur defeated the armies of several local sultans in a series of battles. According to many sources, he fought one battle against the sultan of Delhi's 100,000 soldiers and hundreds of elephants with an army of only 12,000 men. However, Babur's army was more disciplined and had better weapons and armor. With those advantages, Babur led his army to a great victory.



By 1529, Babur had conquered all of northern India and had begun to unify the small kingdoms. This became the foundation of a vast empire. However, he died only a year later. His son, Humayun, an educated man who supported the arts and learning, took the throne. But he proved to be a weak leader. He almost lost control of the empire that his father had built. In 1556, Humayan died unexpectedly after a fall. Babur's grandson, who was just 13, took the throne.



SUMMARIZE Describe how the Mughal Empire was built.

The Golden Age of Akbar



V KEY QUESTION How did Akbar show tolerance and understanding in ruling the Mughal Empire?

Babur's grandson was named Akbar, which means "Great One." During his reign, he showed that he fully deserved that name. At only 19, Akbar had full control of the empire. He displayed military genius in building his empire and wisdom in governing it.

A Great Leader As a general, Akbar had no match. He equipped his armies with cannons. With these weapons, his armies destroyed walls surrounding cities. This strategy made capturing the cities easier.

Akbar also appointed local military leaders as officers in his army. As a result, he turned enemies into allies. Gradually he extended the Mughal Empire into the **Deccan Plateau**, a high area of land at the center of the Indian subcontinent. Under Akbar's rule, the population of the empire grew to about 100 million people—more than the number of people living in Europe at the time.

A Wise Ruler Akbar showed great wisdom and tolerance as emperor. He was a Muslim, but most of his subjects were not. He knew he needed their cooperation to rule, so he did not impose his beliefs on them. Rather, he allowed non-Muslims to practice their own religions. He also married two Hindus, a Christian, and a Muslim. (It was the custom for Muslim men to have more than one wife.) In addition, he stopped making Hindus pay a tax when they made pilgrimages to sacred places in India.

Akbar created an effective government organization. All people, Hindu or Muslim, native-born or foreign, could hold important offices in the government. This practice made sure that talented people rose to the top. Akbar also set up a new tax system. Under it, people paid taxes based on the value of their lands. As a result, wealthy landowners paid more taxes than did poor peasants.

History Makers

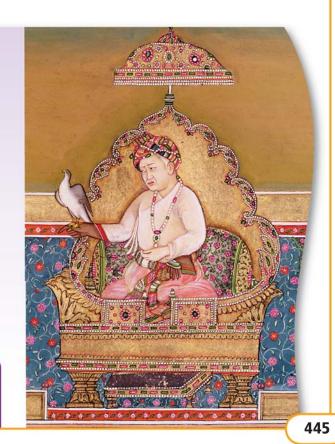
Akbar (1542–1605)

Akbar was very curious, especially about religion. He set up a center to study Islam. He respected all faiths and later invited members of many religions to discuss their beliefs. Akbar saw truth in all religions. He even took up some practices from other faiths.

Akbar remained a Muslim, but no one religion seemed to make him happy. In 1582, he started his own system, the "Divine Faith," which drew from many religions, especially Islam and Hinduism. Akbar did not try to replace India's other religions with the Divine Faith. Even so, his support for it angered many religious leaders. Only a few people close to Akbar joined his new religion. When he died, so did the Divine Faith.

CRITICAL THINKING

Compare How did Akbar's approach to religion compare to his style of ruling?





Land Reform Akbar also tried to distribute land widely. He gave government officials generous grants of land. When an official died, the land returned to Akbar's control. This system prevented government officials from building huge estates. However, it also gave landowners little reason to improve their property. Instead, the officials spent their money on luxuries such as jewels, fine clothes, and Arabian horses.

▲ Akbar's Capital

Fatehpur Sikri, or the City of Victory, was the capital of the Mughal Empire for only 15 years. Akbar abandoned the city around 1585, probably because of a lack of water.

A Flowering of Culture As Akbar expanded his empire, he welcomed cultural influences from many different lands. People at the royal palace spoke Persian. The common people, however, spoke Hindi, a combination of Persian and a local language.

The Mughal Empire boasted great accomplishments in literature, art, architecture, and education. In literature, poetry thrived. One poem, *The Holy Lake of the Acts of Rama*, was a retelling of the Indian epic the *Ramayana*. Its main theme was the love story of the legendary king and queen, Rama and Sita.

The visual arts also blossomed. Artists illustrated books with small, colorful paintings called miniatures. Some of the most famous Mughal miniatures decorated the *Book of Akbar*. This book tells the thrilling story of Akbar's deeds as he built the Mughal Empire.

Akbar had a deep interest in architecture. During his reign, he oversaw the construction of huge but graceful buildings that featured highly detailed stonework. In fact, his love of architecture led him to build a new capital city, Fatehpur Sikri (FAH•tuh•PUHR SEE•kree). The city, built of red sandstone, had splendid examples of this style of architecture. Akbar had the city built to thank a holy man who had predicted the birth of his first son.



FIND MAIN IDEAS Explain how Akbar showed tolerance and understanding in ruling the Mughal Empire.

Akbar's Successors



V) **KEY QUESTION** How did the governing style of Akbar's successors compare to Akbar's approach?

Akbar died in 1605. The three emperors who followed showed more interest in gaining power than in governing. As a result, they were less effective than Akbar.

Jahangir and Nur Jahan Akbar's son was named Jahangir (juh•hahn•GEER), which means "Grasper of the World." At one point, he rebelled against his father and may even have plotted to kill him. Even so, Akbar chose him as his successor. Yet Jahangir turned out to be a weak ruler. His wife, a Persian princess named Nur Jahan, held the real power. She placed members of her family in key government positions. And, as Jahangir grew older, she began to plot who would succeed him. At first, she favored his son, Khusrau (KUHZ•row). However, Khusrau rebelled against Jahangir. As a result, Nur Jahan turned against him and shifted her favor to another son.

Khusrau's rebellion marked the beginning of a bitter religious conflict. On the run, Khrusrau turned to the Sikhs (SEEKS) for help. They were a religious group that blended traditions from Buddhism, Hinduism, and Sufism (a form of Islam). Their leader, Guru Arjun, protected Khusrau. But Mughal rulers arrested and killed Guru Arjun. After that, the Mughals targeted the Sikhs for persecution.

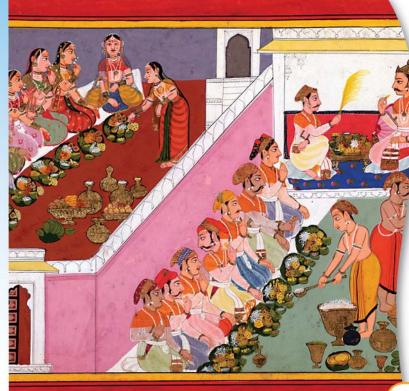
Primary Source

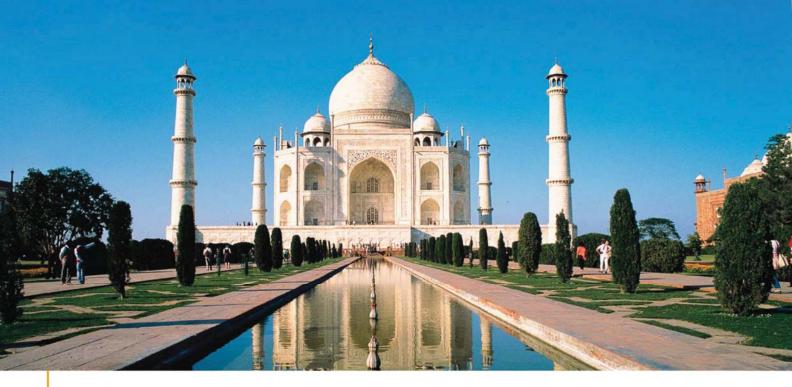
Mughal Miniatures

Background During the Mughal Empire, Muslim and Hindu artists created beautiful miniature paintings to illustrate books. The artists often painted historical events, scenes of everyday life, and studies of plants and animals. This painting shows a feast at the royal palace. Notice that the men and the women sit in separate areas.

CRITICAL THINKING

Make Inferences What does this painting tell you about the style of life led at the Mughal royal palace?





Shah Jahan Jahangir's son, **Shah Jahan**, took power in 1628. He was highly educated and loved beautiful things. But he gained the throne by killing all of his rivals.

Above all else, Shah Jahan loved his wife, Mumtaz Mahal (moom•TAHZ mah•HAHL). Tragically, she died at the age of 39. Torn by grief, Shah Jahan vowed to build a tomb in her memory that was "as beautiful as she was beautiful." The memorial, the **Taj Mahal**, is considered one of the world's most magnificent and recognizable buildings. It shone with white marble and semiprecious stones.

Shah Jahan built many other fabulous buildings. But to raise the money for construction, he placed high taxes on his subjects. People could not afford to build roads, buy farming tools, or irrigate their land. The result was a devastating famine—and widespread anger against Shah Jahan.

Aurangzeb Shah Jahan fell ill in 1657, and his four sons started fighting one another for the Mughal throne. The third son, **Aurangzeb** (AWR•uhng•zehb), gained the upper hand. He executed two of his brothers to remove them as rivals. Then he put his father in prison. Shah Jahan died there eight years later.

During his reign, from 1658 to 1707, Aurangzeb expanded the Mughal Empire. He forced the subjects of his empire to follow Islamic law. He banned drinking, gambling, and other vices. He also removed Hindus from high offices and made them pay new taxes. This angered them greatly. The empire entered a long period of decline.

COMPARE AND CONTRAST Compare and contrast the governing style of Akbar's successors with Akbar's approach.

▲ Taj Mahal The glowing white marble of the Taj Mahal is mirrored in a reflecting pool. Why might the Taj Mahal be considered a monument to the Mughal Empire?

Decline of the Mughal Empire



V KEY QUESTION Why did the Mughal Empire go into decline?

Hindu leaders rebelled. Aurangzeb had to fight a series of wars to control them. To pay his armies, he raised taxes even higher. The higher taxes led to more unrest and a dramatically lower standard of living. Some 2 million people starved to death. Most of Aurangzeb's subjects felt no loyalty to him. On his deathbed in 1707, he said, "I have sinned terribly, and I do not know what punishment awaits me."

As a result of poor leadership after Akbar, the Mughal government lost influence over the people. At the same time, local lords gained power. After Aurangzeb died, his sons fought for the throne. Over the next 12 years, three emperors ruled. The Mughals would never again regain the glory of their golden age. Once again, India broke into many small states.

During the Mughal Empire's decline, Western traders began to set up trading posts in India. The Portuguese came first, then the Dutch, the French, and the British. The Mughals even helped them. For example, Shah Jahan let the British build a trading post in the city of Madras. During Aurangzeb's reign, the British gained control over the port at Bombay. As you'll read in Chapter 20, in time, the British came to rule all of India.

British East India Company Flag The British East India Company established a British foothold in India with trading posts at Madras and Bombay.

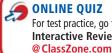
T





ANALYZE CAUSES Explain why the Mughal Empire went into decline.

Section Assessment



ONLINE QUIZ For test practice, go to Interactive Review

Terms and Names

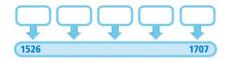
1. Explain the importance of

Taj Mahal Mughals **Jahangir** Babur Nur Jahan Aurangzeb Akbar Shah Jahan

Use Your Reading Notes

2. Sequence Events Use your completed time line to answer the following questions:

Which emperor had a positive effect on the empire? Which had a negative effect?



Key Ideas

- 3. What was Akbar's policy toward people of other religions in his empire?
- **4.** How did Shah Jahan's building projects affect the Indian people?
- **5.** Why did Aurangzeb lose the support of the people of the Mughal Empire?

Critical Thinking

- **6. Draw Conclusions** Why do you think Akbar allowed talented people of all faiths and backgrounds to rise in government service?
- 7. Compare and Contrast How did Aurangzeb's leadership style make him a less effective ruler than Akbar?



Create a Poster Work with a partner to create and illustrate a poster titled "10 Rules for Effective Leaders." In creating your poster, think about the Mughal leaders, as well other leaders you have learned about. Be prepared to present your poster to the class.

Section **4**

Reading for Understanding

Key Ideas

BEFORE, YOU LEARNED

The Mughals brought together Turks, Persians, and Indians in a vast empire.

NOW YOU WILL LEARN

In the 1300s, a Turkish group, the Ottomans, rose to become a great imperial power.

Vocabulary

TERMS & NAMES

Osman founder of the Ottoman Empire in Asia Minor in the early 1300s

divan imperial council that advised the sultan of the Ottoman Empire

Suleyman I (SOO•lay•MAHN) sultan of the Ottoman Empire in the 1500s who organized an effective legal code

janissaries members of an elite fighting force in the Ottoman Empire made up mainly of slaves

BACKGROUND VOCABULARY

outskirts areas remote from a central district, such as a city or a town

elite best or most skilled members of a particular group

REVIEW

Byzantine Empire eastern half of the Roman Empire that survived for a thousand years after the fall of Rome

mosque building for Muslim worship

Reading Strategy

Re-create the chart shown at right. As you read and respond to the **KEY QUESTIONS**, use the chart to record the main ideas for each of the three main headings. Then find at least one sentence that supports each main idea.



See Skillbuilder Handbook, page R3.

FIND MAIN IDEAS

Heading	Main Idea	Supporting Sentence
An Emerging Power		
The Empire Expands		
Life in the Ottoman Empire		



The Ottoman Empire

Connect to What You Know In Chapter 10, you read about the capture of Constantinople by the Ottoman Turks. In this section, you will learn how the Ottomans rose to power.

An Emerging Power

V KEY QUESTION How did the Ottomans structure their empire?

Anatolia, the area between the Mediterranean and Black seas, was inhabited mostly by the descendants of nomadic Turks. They were loyal to their own local groups and were not controlled by any central power. From one of these groups, a ruler named Osman emerged to unite the Turks and build a new empire.

Osman Founds an Empire Osman founded the Ottoman Empire in the early 1300s. The name of the empire comes from the Arabic form of Osman: Uthman (uth•MAHN). Osman's successors expanded the empire by buying land and by forming alliances with neighbors. Most of their new lands, however, were gained through conquest. Ottoman military might was based on gunpowder. Instead of archers, the Ottomans used soldiers armed with muskets. They were among the first to use cannons as offensive weapons.



▲ Suleyman's Court

This Ottoman painting shows Suleyman in his court. Two European prisoners are being brought before him. Suleyman ruled the Ottoman Empire at the height of its power.





Governing the Empire The Ottomans quickly established systems to govern the empire. The sultan was the head of the Ottoman imperial government. Beneath the sultan was an imperial council called the **divan**. The divan advised the sultan. A grand vizier headed the divan and was the sultan's main adviser. Across the empire, military leaders, religious authorities, and large estate owners helped run local affairs. These layers of government allowed the Ottomans to manage and govern their lands effectively.

The Ottomans' attitude toward conquered peoples helped to make their government more effective. By and large, they acted with considerable tolerance toward those they conquered. For example, non-Muslims could practice their own religions if they paid a tax to the government. Non-Muslims could also avoid service in the Ottoman armies by paying a tax.

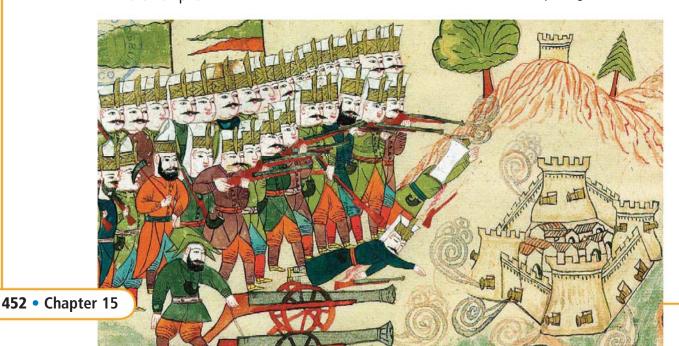
Suleyman the Lawgiver In 1520, a new sultan, Suleyman I (SOO•lay•MAHN), took control of the empire. During Suleyman's 46-year reign, the Ottomans produced great art, architecture, and literature. Because of these cultural achievements, people often referred to him as "Suleyman the Magnificent." However, people who lived under his rule called him "Suleyman the Lawgiver" because he organized a legal code that would become famous.

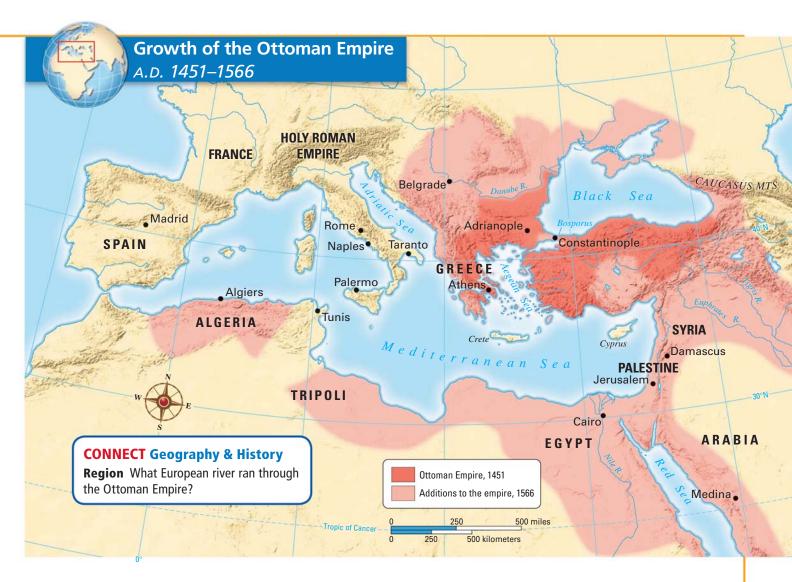
As Muslims, the Ottomans were required to follow Islamic law. However, there were certain topics that were not fully covered by Islamic law. Criminal law and taxation were two such areas. So the sultans passed laws to address such situations. Suleyman organized these laws into a legal code that could effectively govern the vast and expanding empire.



FIND MAIN IDEAS Explain how the Ottomans structured their empire.

Expansion Through
Force An Ottoman
army attacks a city with
rifles and artillery in this
painting from the 1300s. ▼





The Empire Expands



KEY QUESTION What regions did the Ottomans expand into?

The Ottomans captured much of Southwest Asia and northern Africa—territories including Syria, Arabia, Persia, Palestine, and Egypt. With these conquests the Ottomans controlled one of the largest and most powerful empires in the world. It included Mecca and Medina—considered the holiest cities of Islam.

In 1453, the Ottomans conquered the Byzantine capital of Constantinople. They changed the city's name to Istanbul and made it their own capital. This conquest marked the end of the **Byzantine Empire**. In 1525, Suleyman attacked the Holy Roman Empire, which the powerful Hapsburg Dynasty controlled. The Hapsburgs were Germans and bitter enemies of France. As a result, when Suleyman attacked Hapsburg territory, France allied with him. In 1529, Suleyman reached the **outskirts**, or outer areas, of Vienna, Austria. But Suleyman could not supply his armies, and so he had to withdraw.



SUMMARIZE List the regions that the Ottomans expanded into.

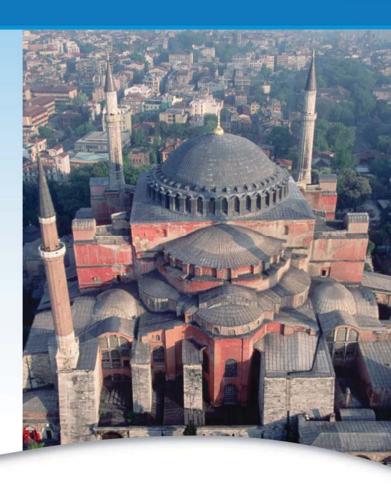
Hagia Sophia

Hagia Sophia, or the Church of Holy Wisdom, was built by the Byzantine emperor Justinian in the A.D. 500s. When the Ottomans captured the Byzantine capital in 1453, they transformed Hagia Sofia into a mosque—a building for Muslim worship. Since the 1930s, the building has served as a museum.

Perhaps Hagia Sophia's most remarkable feature is its dome. It measures about 100 feet across and 180 feet high. A ring of windows around the base of the dome makes it appear to float above the rest of the building. The interior of the dome is covered with Muslim calligraphy. Mosaics with Christian themes have also been found under a layer of plaster.



Draw Conclusions Why do you think mosaics in the dome might have been covered?



Life in the Ottoman Empire



V KEY QUESTION What was the Ottoman policy toward conquered peoples?

Many different peoples were able to live in peace under the policies of the Ottoman Empire. These policies helped the empire to prosper.

Privileges of Conquered Peoples As you read earlier, the Ottomans granted freedom of worship to Christians and Jews living within their empire. This practice was in accordance with Islamic law. Christians and Jews were allowed to establish their own communities, called *millets*. Residents of the *millets* were required to demonstrate their loyalty to the Ottomans and to pay their taxes. In return, the sultan allowed them to follow their own religions, speak their own languages, and govern themselves.

Slaves The sultan's 20,000 personal slaves ran the Ottoman government. These slaves were enlisted from the peoples that the Ottomans conquered. Some of them filled important positions in the Ottoman Empire. In fact, some people bribed Ottoman officials to take their children as slaves. Serving the sultan was the only way for a non-Muslim to rise in Ottoman society.

Slaves also made up a section of the Ottoman army known as the **janissaries**. These **elite**, or best, troops were forcibly drafted as youths, mainly from Christian families. The Ottomans educated them, converted them to Islam, and trained them to be loyal to the sultan alone. The janissaries and the rest of the Ottoman army were disciplined, highly organized, and armed with the latest weapons. As you recall, this combination of discipline and technology helped the Ottomans expand their empire.

Women in the Empire The situation of women under Ottoman rule depended on their social class and where they lived. Islamic law gave women the right to own and inherit property and to file for divorce. In the country, women worked with men farming and herding. In the cities, women often worked in markets as merchants and in workshops, mainly as spinners and weavers. Women of the sultan's court received an education, but their lives were limited to the palaces. Some court women were very powerful, especially the mothers of the sultans.

Over the next 300 years, the Ottoman sultans' fortunes slowly declined. At the same time, as you will read in Chapter 16, powerful European monarchies were on the rise.



▲ Ottoman Royal

Dress This fur-lined silk robe belonged to Sultan Bayezid II, who ruled the Ottoman Empire from 1481 to 1512.



FIND MAIN IDEAS Describe the Ottoman policy toward conquered peoples.

4

Section Assessment



Terms & Names

1. Explain the importance of

Osman Suleyman I divan janissary

Use Your Reading Notes

2. Find Main Ideas Use your completed chart to answer the following question:

What was life like in the Ottoman Empire?

Heading	Main Idea	Supporting Sentence
An Emerging Power		
The Empire Expands		
Life in the Ottoman Empire		

Key Ideas

- **3.** How did Suleyman's legal code help sultans run the Ottoman Empire?
- **4.** On which three continents did the Ottoman Empire claim territory?
- **5.** Why did the Ottomans allow Christians and Jews to organize into *millets*?

Critical Thinking

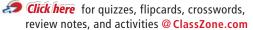
- **6. Form and Support Opinions** Why was the Ottoman Empire so powerful?
- **7. Make Inferences** Why might Christian France have helped the Muslim Ottoman Empire in its fight against the Christian Hapsburgs?



Internet Activity Use the Internet to research Suleyman the Magnificent. Write a brief biography that explains why he deserved his title. **Internet Keyword:** *Suleyman the Magnificent*

Chapter 15 Assessment

Interactive Review



Civilizations of Asia

Japanese Civilizations

- Japan's distinctive way of life was strongly influenced by China.
- Unique forms of religion, literature, and drama developed.
- Military society developed with the shogun as real ruler.

Korea and Southeast Asia

- Korea was founded in the 2300s B.C.
- Khmer Empire was established in what today is Cambodia.
- Vietnamese drove out Chinese invaders several times.

The Mughal Empire of India

- Babur founded the Mughal Empire in the early 1500s.
- Empire experienced a golden age under Akbar's rule.
- Weak leaders brought about the collapse of the empire.

The Ottoman Empire

- Osman founded the Ottoman Empire in early 1300s.
- Under Suleyman, the empire spanned three continents.
- Many different peoples lived in peace under Ottoman rule.

VOCABULARY

Explain why the words in each set below are linked with each other.

- 1. daimyo and shogun
- 2. Khmer Empire and Angkor Wat
- 3. Shah Jahan and Taj Mahal
- 4. Osman and Suleyman I

KEY IDEAS

Japanese Civilizations (pages 424–433)

- **5.** Why was Prince Shotoku's support for Buddhism important?
- **6.** What powers did the emperor and the shogun each have during the period of military government?

Korea and Southeast Asia (pages 434–441)

- **7.** What was the relationship between China and Korea before the rise of the Koryo kingdom?
- **8.** What cultures influenced the Khmer kingdom?

The Mughal Empire of India (pages 442–449)

- **9.** Why was Akbar's reign referred to as a golden age?
- **10.** How did the actions of Akbar's successors lead to the decline of the Mughal Empire?

The Ottoman Empire (pages 450–455)

- **11.** What was the extent of the Ottoman Empire?
- **12.** How did the Ottomans manage their empire?

CRITICAL THINKING

- **13. Make Inferences** How do you think Japan's history would be different if it were part of the Asian mainland?
- **14. Draw Conclusions** What was the value of treating conquered peoples in a way that did not oppress them?
- **15. Analyze Effects** What impact did Islamic law have on Ottoman society?





- 1. Writing Activity Select an individual mentioned in this chapter whom you would like to meet. You might select a person named in this chapter or a person from a group described in this chapter. Write one paragraph explaining your selection.
- 2. Interdisciplinary Activity—Art Use books or the Internet to research Japanese calligraphy. Find an example to share with the class. Describe what the calligrapher was writing about. Explain how the calligrapher tried to make the writing beautiful.



ONLINE ACTIVITY

Click here to establish e-mail correspondence with students in East Asia and Southeast Asia @ ClassZone.com



Answer the ESSENTIAL QUESTION

How did cultural borrowing influence civilization in East Asia and Southeast Asia?

Written Response Write a twoor three-paragraph response to the Essential Question. Be sure to consider the key ideas of each section as well as specific details about the cultures that influenced East and Southeast Asia. Use the rubric to guide your thinking.

RESPONSE RUBRIC

A strong response will

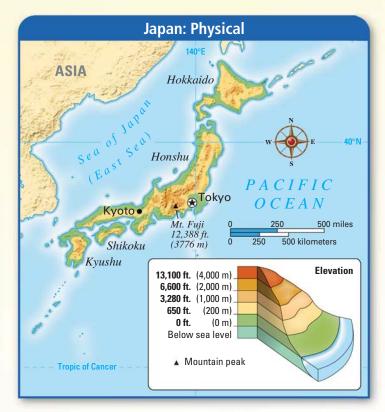
- identify the cultural influences on East and Southeast Asia
- provide specific examples of cultural borrowing by the civilizations of East and Southeast Asia

Standards-Based Assessment



- Online Test Practice @ ClassZone.com
- Test-Taking Strategies and Practice at the front of this book

Read Maps Japan is composed of four large and more than 4,000 small mountainous islands. Use the map below and your knowledge of world history to answer the questions.

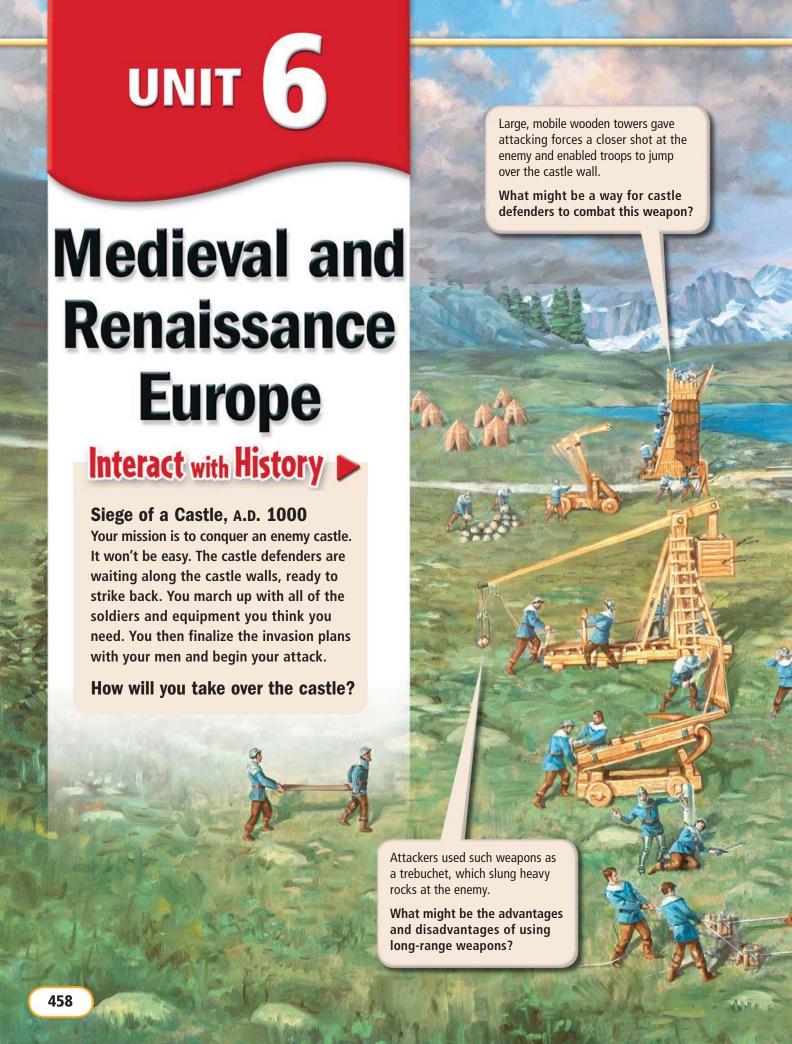


1. What is the largest of the Japanese islands?

A. Hokkaido C. Honshu D. Shikoku **B.** Kyushu

2. Which physical factor was most responsible for Japan's isolation?

- A. It was composed of nearly 4.000 islands.
- **B.** The islands were mountainous.
- C. Only one of the four major islands was large.
- **D.** It was separated from the Asian mainland by a large body of water.





Chapter

Feudal and Late Medieval Europe



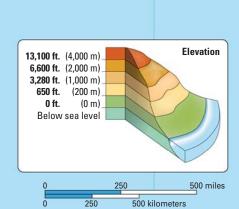
Essential Question

How did Europe change during the Middle Ages?

CONNECT Q Geography & History

Use the map and the time line to answer the following questions.

- 1. What came first: the First Crusade or a Muslim state on mainland Europe?
- 2. What African culture was producing advanced art at the time that this map shows?



EUROPE

Frankish ruler Clovis dies. (portrait of Clovis)

Charlemagne becomes king of the Franks.

500

WORLD

Mayan civiliaztion is at the midpoint of its Classical period.



Song Dynasty begins in China. ◀ (Song sculpture of a child)



Section

Reading for Understanding

Key Ideas

BEFORE, YOU LEARNED

A social and political system known as feudalism, where lords gave land to vassals in exchange for loyalty and service, existed in Japan.

NOW YOU WILL LEARN

Feudalism took root in Europe during the violent and unstable period that followed the fall of the Roman Empire in the west.

Vocabulary

TERMS & NAMES

Middle Ages period between the fall of the Roman Empire and the Renaissance, lasting from about **A.D.** 500 to 1450

Charlemagne king of the Franks who conquered much of Europe and spread Christianity

feudalism political and social system of the Middle Ages in Europe, in which lords gave land to vassals in exchange for service and loyalty

lord powerful landowner

serfs people who lived and worked on the manor of a lord or vassal

manor noble's house and the villages on his land where the peasants lived

chivalry code of conduct of knights, focusing on bravery, honor, and respect toward women and the weak

guilds associations of people sharing a trade or craft, intended to control the quality and quantity of their production and to protect their interests

REVIEW

vassals people in feudal society who received land and protection from lords in return for loyalty

Reading Strategy

Re-create the chart shown at right. As you read and respond to the **KEY QUESTIONS**, use the chart to help you list facts about feudalism in Europe under each of the given categories.



See Skillbuilder Handbook, page R6.

CATEGORIZE Lords Vassals Serfs GRAPHIC ORGANIZERS Go to Interactive Review @ ClassZone.com

Feudalism in Medieval Europe

Connect to What You Know What comes to mind when you think of the Middle Ages? Knights in armor? Castles? In this chapter, you will learn about these aspects of the Middle Ages. You will also learn about a new political, economic, and social system known as feudalism that developed during this period.

Setting of Medieval Europe



KEY QUESTION What changes occurred in Europe after the fall of Rome?

The collapse of Rome in 476 ushered in a roughly 1,000-year period known as the **Middle Ages**. This time is also known as the medieval period. The political and cultural landscape of Europe changed greatly after the fall of Rome.

The Romans no longer ruled the region by unifying its many different groups under one government. Instead, numerous Germanic kingdoms dominated the lands that had once been ruled by a mighty empire.

The Romans had a highly developed government. They also emphasized learning. The Germanic peoples, on the other hand, lived in small communities. They maintained order through unwritten rules and traditions. As a result, they did not develop large governments or produce scholarly works.

The educated middle class all but disappeared during the

Middle Ages. Most schools ceased to exist, and few people could read or write Latin. Most Europeans forgot about the achievements of the Greeks and Romans in the arts and learning.

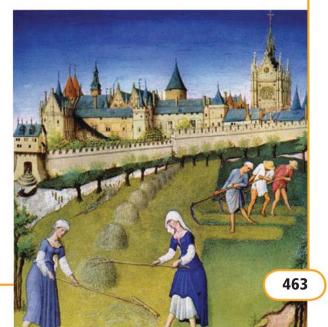
As trade throughout Europe shrank, so did many cities. Most city dwellers made their living by trading goods. The lack of trade caused many of them to move to the country and make their living by farming.

SUMMARIZE Summarize the major changes to Europe after the fall of Rome.



Paris in the 1400s

This illumination from a book of hours, a medieval prayer book, shows peasants mowing and stacking hay outside of Paris.



Christianity Grows and Spreads



KEY QUESTION How did Frankish kings help to spread Christianity throughout Europe?

One institution that survived the fall of Rome was the Christian church. Many German rulers and their subjects converted to Christianity. North of the Alps, a group of Germanic people, the Franks, established a powerful kingdom. They greatly strengthened Christianity in Europe.

Clovis and the Franks In 486, a Frankish leader named Clovis invaded Roman Gaul (now France). He defeated the last great Roman army in Gaul. Clovis then went on to defeat other Germanic

groups. By 507, his kingdom stretched west from the Rhine River to the Pyrenees Mountains. In time, Clovis converted to Christianity. Later, most of his subjects became Christians as well.

The Rule of Charlemagne In 768, an ambitious new ruler took over the Frankish kingdom. Charles, also known as **Charlemagne** (SHAHR•luh•MAYN), built a European empire greater than any known since ancient Rome. He did this mostly through a long series of military victories over many years. By 800, much of Western Europe had become part of his well-run empire.

Charlemagne established new laws to help keep order. He also allowed some conquered peoples to keep their traditional laws, as long as they were codified—organized and written down. Charlemagne also reformed and strengthened the Church. He promoted the education of priests, organized Church authority, and made alliances with popes.



DRAW CONCLUSIONS Explain how Frankish kings helped to spread Christianity throughout Europe.

Feudalism: A New Social Order



KEY QUESTION What role did serfs play in feudalism?

After Charlemagne's death in 814, his son Louis became emperor. When Louis died, his three sons fought each other for control of the kingdom. They all signed a treaty in 843 that divided the empire into three parts. This split weakened the Frankish kingdom. The decline of Frankish rule led to disorder across Europe.

Changes to Europe After the Fall of Rome

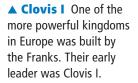
Decline in the size and power of governments

Reduction in long-distance trade

Decline in learning and devotion to Greek and Roman culture

Disappearance of cities and rise of rural villages and farms

Growth of numerous Germanic kingdoms



History Makers

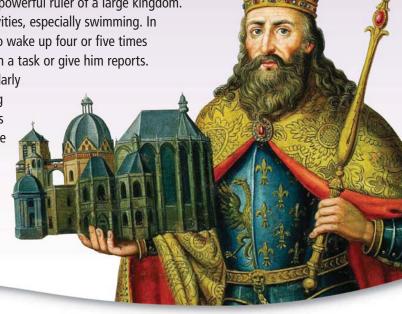
Charlemagne (c. 742–814)

Charlemagne certainly looked and acted like the powerful ruler of a large kingdom. He was tall and strong and enjoyed physical activities, especially swimming. In addition, he thrived on little sleep. He was said to wake up four or five times a night—often waking those around him to finish a task or give him reports.

Charlemagne also showed an interest in scholarly matters, including astronomy. However, one thing may have kept him from learning more. Historians speculate that, like many others during the Middle Ages, the mighty Frankish king may have been unable to read.

CRITICAL THINKING

Summarize What things about Charlemagne helped and hurt him as a leader?



Invaders took advantage of this disorder. Scandinavian pirates, called Vikings, terrorized coastal villages. A group known as the Magyars attacked towns throughout central Europe. Beginning in the mid-800s, Europe became a place of constant conflict and warfare.

The Emergence of Feudalism During this violent period, people looked for protection. This led to the creation of a political and social system known as **feudalism**. Feudalism was based on an agreement between two groups of nobles—lords and vassals. A **lord** was a powerful noble who owned land. Lords allowed lesser nobles called **vassals** to use pieces of land. These plots of land were called fiefs. In return for the fief, the vassal served in the lord's court and army. With an army of vassals, the lord could protect his lands from attack. Some vassals were warriors known as knights.

The Feudal Structure Feudal society was highly structured. The king ruled at the top of society. Next came wealthy landowners and high-ranking church members. Serving below them were the knights. At the bottom of society were the peasants. Most peasants were **serfs**. Serfs lived and worked on the land belonging to a lord or a vassal. Like vassals, serfs looked to their lords for protection.

Feudalism created a new political structure in Europe. Manors, estates ruled by powerful nobles, were an important part of this new political landscape.

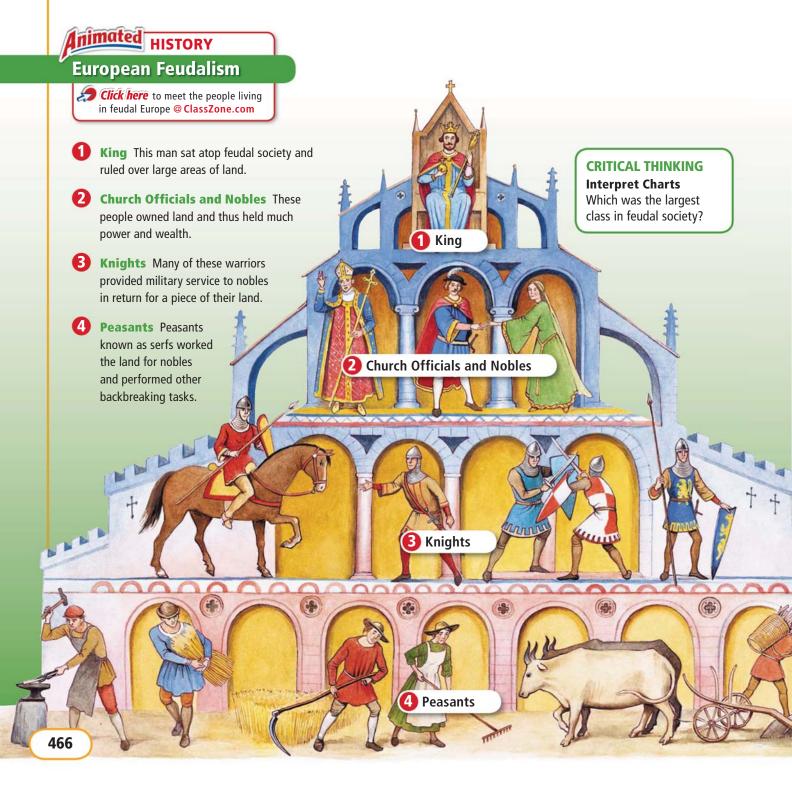


SUMMARIZE Explain the role that serfs played in feudalism.

The Manor System

KEY QUESTION What role did the manor system play in the economic structure of Europe during the Middle Ages?

Lacking strong central governments, Europe became little more than a collection of kingdoms and lands held by high-ranking nobles. In such a setting, there was little trade or commercial interaction. Instead, the lands held by the nobles became the center of most economic activity.



The Role of the Manor The main part of a noble's land was called a manor. The center of a manor was the house where the lord and his family lived. Often the manor house was a fortified building or castle. Surrounding the manor house was the lord's estate. Much of the estate consisted of farmland and the villages where the peasants lived.

Manor Life and the Economy As you have read, peasants (most of whom were serfs) lived and worked on the manor. They farmed the land, which formed the economic basis of the manor system. Serfs were said to be "bound to the soil," which meant that they were considered part of the property. They remained on the land if a new lord acquired it.

Feudalism and manor life had a powerful effect on the medieval European economy. The land on a manor supplied residents with most of the things they needed. As a result, most activity—from farming to woodworking to wine making—took place on the manor. Manors became worlds unto themselves, and few people ever left the property.



SUMMARIZE Explain the role of the manor system in the economic structure of the Middle Ages.

The Age of Chivalry



V KEY QUESTION What was chivalry?

As you learned earlier, knights were often vassals, or lesser nobles, who fought on behalf of lords in return for land. During the Middle Ages, conflict often broke out between various lords. Many times, they settled conflicting claims over land ownership by attacking each other. To do their fighting, lords relied on knights, who were skilled horse riders and fighters.

Knighthood and Chivalry Knights were not merely professional fighters. They were expected to live by a code of honor known as **chivalry**. They had to demonstrate a strong religious faith and a willingness to defend the Catholic Church. They were also expected to protect women and the weak. In addition, knights were supposed to fight against injustice and show courage in every battle they fought. The battles that knights and other warriors fought ranged from bloody open-field skirmishes to grueling attacks on castles.

To capture a castle, lords and knights used weapons such as battering rams and catapults. Often an attacking force put a castle under siege. During a siege, an army tried to prevent food or supplies from entering a castle. Its goal was to slowly starve the people inside and force them to surrender.



COMPARING Warriors **European Knight and Japanese Samurai** Knights often wore a suit of armor to protect themselves in battle. An average suit weighed around 65 pounds! Samurai also dressed for protection during battle, but in lighter-weight armor. This lighter armor suggests that the samurai who used this suit of armor favored ease of movement over heavy protection. Each warrior's armor protects the head and neck. The knight's helmet protects his face, but limits his vision. The samurai's face is uncovered, but an iron plate protects his neck. The knight and the samurai both have a chest plate to protect the vital organs from arrows, swords, and spears. While each warrior has leg armor, the European knight's is much heavier and covers more of the leg. The samurai's covers only his lower legs. CRITICAL THINKING Make Inferences Why might a samurai warrior need to have more mobility than a knight?

Orders of Chivalry Some knights took their devotion to the Church to a higher level. They became vassals to the pope and formed military religious organizations, known as orders of chivalry. The best-known order was formed in 1119. It was called the Poor Knights of Christ and the Temple of Solomon, or the Knights Templar.

The Templars swore oaths of poverty and of obedience to the Church. They lived together, sleeping in common rooms and eating meals together. However, their main duty was to fight the enemies of the Church. The Templars and the other orders of chivalry were formed to fight Muslim armies in and around Jerusalem, an area known as the Holy Land. This series of battles was called the Crusades. (You'll learn about the Crusades in Section 2.)

FIND MAIN IDEAS List and describe the main ideas of chivalry.

The Growth of Towns



KEY QUESTION What was town life like during the Middle Ages?

Around A.D. 1000, town life began to return to Europe. Powerful lords brought safety and security to numerous regions. Merchants began to travel more freely and trade their goods. Wherever merchants settled, builders and other tradespeople gathered around them.

Most towns in the Middle Ages were dirty, cramped, and busy places. In the center of town were the market square and a cathedral. The streets were narrow, filthy, and usually not paved. After a rain, streets turned to mud that was often knee-deep. Most of the houses were made out of wood and easily caught fire. As a result, entire towns often burned down. Between 1200 and 1225, the French city of Rouen burned down six times!

In towns, people with the same occupation formed groups called **guilds**. Many guilds were formed by tradespeople, such as goldsmiths, bakers, weavers, and dyers. Guilds made rules that controlled the quantity and quality of production. The guilds watched out for their members and worked to make sure everyone found employment. As important as the guilds were, their influence was tiny next to that of the Catholic Church, as you'll learn in Section 2.



EVALUATE Describe what a typical town was like in the Middle Ages.

Section Assessment



Terms & Names

1. Explain the importance of

Middle Ages lord chivalry Charlemagne serfs guilds feudalism manor

Use Your Reading Notes

2. Categorize Use your completed chart to answer the following question:

Which group held the least amount of power?

Lords	Vassals	Serfs

Key Ideas

- **3.** How did Clovis help Christianity spread in the early Middle Ages?
- **4.** What role did vassals play in the structure of feudalism?
- **5.** What role did the guilds play during the Middle Ages?

Critical Thinking

- **6. Analyze Causes and Effects** How did warfare and the constant threat of invasion in Europe help lead to the creation of feudalism?
- **7. Make Inferences** The Middle Ages is sometimes called the "Dark Ages." Why do you think this is so?



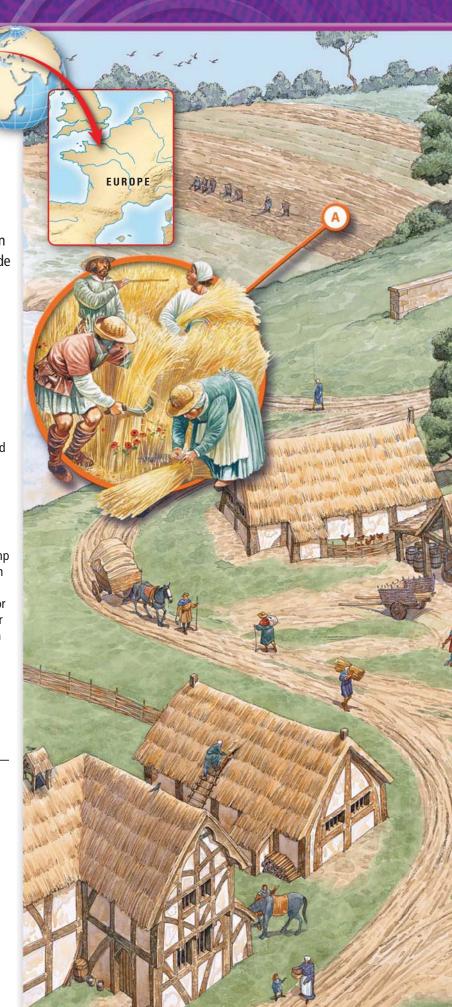
Create a Diary Entry Use library resources to explore the life led by monastery monks. Use the information to create a diary entry for a day in the life of a monk.

Daily Life

Life on a Medieval Manor

During much of the Middle Ages, the manor served as the center of life for many people in Europe. Two well-defined classes lived alongside each other on the manor—the wealthy lord or vassal and his family and the poor peasants, or serfs.

- A Hard Labor The main job of the serfs was to farm the land. Rain or shine, they worked in the fields every day except Sundays and holy days. Serfs had to give most of what they farmed to their lord.
- B The Manor House The lord of the manor lived with his family in a large house that was often built of stone. Their lives were comfortable and leisurely compared to the serfs'. Among other things, they hosted large dinners consisting of many meats.
- G The Serf Home Most serfs lived in small, damp huts made of wood and mud. The ground often served as the floor. Each hut usually had only one bed, which was made out of piles of leaves or straw. Families did their cooking in the hut over a fire on the floor. Most peasants survived on a simple diet of vegetable stew and bread.
- Recreation Lords and their families liked to spend much of their leisure time hunting in the woods on their property. Serfs, meanwhile, engaged in more simple forms of recreation. A popular game among younger serfs was knucklebones. It was played much like marbles except the pieces were the various tiny, round bones of farm animals.





Section **9**

Reading for Understanding

Key Ideas

BEFORE, YOU LEARNED

As the Roman Empire broke down, Europe fell into disorder. During the Middle Ages, a new political and social system, called feudalism, arose.

NOW YOU WILL LEARN

The Roman Catholic Church was one of the most powerful organizations to emerge from the Middle Ages.

Vocabulary

and 1200s

TERMS & NAMES

clergy people with priestly authority in a religion

Thomas Aquinas (uh•KWY•nuhs) Italian philosoper who said classical philosophy and Christian theology could exist in harmony religious order group of people who live

according to a set of religious rules

Crusades series of military expeditions from
Christian Europe to Palestine between the 1000s

Saladin (SAL•uh•dihn) military leader who united Muslims to fight the Christians in Palestine in the 1100s

Reconquista (reh•kawn•KEES•tah) series of campaigns, ending in 1492, by which Christian armies drove Muslim rulers out of Spain Inquisition Roman Catholic court established to find and punish those who had strayed from the



Visual Vocabulary religious order

Roman Catholic faith

Reading Strategy

Re-create the chart shown at right. As you read and respond to the **KEY QUESTIONS**, use the chart to help you summarize the main ideas about the Roman Catholic Church and the Crusades in this section.



See Skillbuilder Handbook, page R26.

SUMMARIZE

Section	Summary
Power of the Roman Catholic Church	



The Church and the Crusades

Connect to What You Know In the Middle Ages, almost all Europeans were Christians and members of the Roman Catholic Church. In Southwest Asia, most people were Muslims. In this section, you will learn how Christians and Muslims came into conflict.

Power of the Roman Catholic Church

V KEY QUESTION Why was the Catholic Church so powerful?

From the 1000s through 1400s, some aspects of feudalism could still be found in Europe. For example, nobles still ruled much of the countryside. However, both the Roman Catholic Church and Europe's monarchies were increasing their power. The Church and the monarchies were also trying to centralize political and religious authority.

Church Organization The Roman Catholic Church needed strong organization to efficiently serve laypeople. Laypeople are those who belong to a church, but are not members of the clergy. The Church had many different levels of leadership among the **clergy**, or people given priestly authority by the Church. The pope was the Church's spiritual and political leader. His office was called the Papacy. Below him were the various ranks of the clergy, shown in the illustration on the following page.

▲ Pope Urban II

In this page from an illuminated manuscript, Pope Urban II orders the conquest of the Holy Land in 1095.

Notre Dame Cathedral, Paris.

France Notre Dame was built in the Middle Ages and is an outstanding example of Gothic architecture. The exterior supporting structures are called flying



Political Role of the Clergy The men who filled important positions in the Church had strong social and political ties to Europe's nobility. As a result, nobles and Church leaders had much in common and often supported one another.

The Church also had great wealth, which made it an even more powerful institution. The Papacy's wealth was greater than that of any individual European monarch. Also, the pope's authority was often greater than that of kings and emperors. The pope's power caused many monarchs to cooperate with the Church, but it also caused conflict.

EVALUATE Give reasons for the Catholic Church's strength.



The Church, Politics, and Society



V KEY QUESTION What was the Church's relationship with medieval society?

Church leaders and European monarchs eventually came into conflict. In 1075, a dispute between Pope Gregory VII and the Holy Roman Emperor Henry IV reached a crisis point.

Two Powers Collide The Holy Roman Empire covered most of central Europe and northern Italy. The empire came into being in 962, when the German king Otto I was crowned as emperor by the pope. The Holy Roman Empire lasted, in different forms, until 1806.

A later emperor, Henry IV, had built up political power by appointing Church officials. However, in 1075, Pope Gregory challenged Henry's power. He declared that only clergy could appoint people to Church offices.

Henry and the bishops who supported him declared the pope's election invalid. Pope Gregory responded to Henry's defiance by excommunicating, or banishing, Henry from the Church. He told Henry's subjects they no longer had to obey their emperor.

Many nobles and Church officials then turned against Henry. Henry cleverly chose to ask the pope to forgive him. As a priest, Gregory had to forgive Henry. Henry regained his title and control over his subjects, but conflict between European monarchs and the Papacy would continue.

The Church Leads Education The Church played a dominant role in education. Schools were established at cathedrals. Students of these schools were usually nobles who often became religious or political leaders. These cathedral schools later grew, becoming early universities.

Scholars studied classical philosophers, but some Church officials worried that many classical ideas went against Church teachings about faith. In the mid-1200s, an Italian scholar named Thomas Aquinas (uh•KWY•nuhs) argued that classical philosophy could exist in harmony with Christian faith. He said that both faith and reason came from God. Aquinas is remembered as a great religious scholar.

Religious orders were the Church's most important educational institutions. A **religious order** is a group of people who live by rules specific to their order. Monastic orders are religious orders that largely separate themselves from the rest of society to focus on prayer and service to God. Men who joined monastic orders were called monks. They lived in monasteries. Women who joined monastic orders were called nuns, and they lived in convents.



EVALUATE Describe how the Church was involved with medieval society.



The Crusades Begin



KEY QUESTION Why did the Christians begin a series of wars to conquer Palestine?

The **Crusades** were military expeditions from Europe to Palestine, which is also known as the Holy Land. Jerusalem is located in Palestine. This area was sacred to Christians, Muslims, and Jews alike. The Crusades had a lasting impact on European politics and society.

Causes of the Crusades European Christians began the Crusades for several reasons. The Seljuk Turks took control of Palestine in 1071. Unlike Jerusalem's previous rulers, the Seljuks made Christian pilgrimages to the Holy Land nearly impossible.

Also, European princes and merchants each saw benefits to these wars. The princes used success in warfare as a way to gain power. Merchants were willing to finance the Crusades because they might gain access to rich trade routes that connected with Asia to the east.

Finally, Seljuk forces attacked the Byzantine Empire, causing the Byzantine emperor to ask the pope for help. By 1095, Pope Urban II responded, and by 1096, the First Crusade began.

The First and Second Crusades In 1096, several European armies started out for the Byzantine capital of Constantinople. From there they planned to attack Palestine. Tens of thousands died on the way. Still, a large Crusader force was prepared to attack

Palestine. Christian forces captured the cities of Nicaea and Antioch, and in 1099, they captured Jerusalem. They divided the conquered land into four Crusader states: Edessa, Antioch, Tripoli, and Jerusalem.

The Second Crusade (1147–1149) began after Muslim Turks recaptured the Crusader state of Edessa in 1144. The European

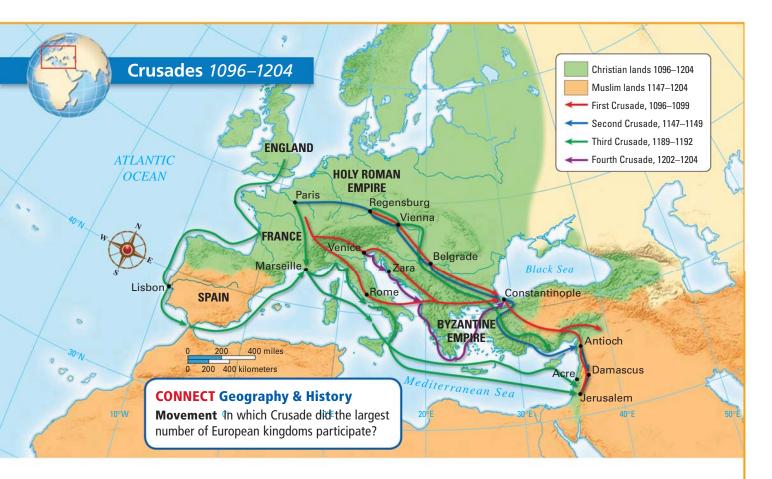
armies were weakened by a tough journey to the Holy Land. As a result, Muslim forces defeated the Crusaders at Damascus. Christians kept control of the other Crusader states. They survived in part because of continued disagreements among the Muslim leadership.

FIND MAIN IDEAS List and describe the reasons why the Crusades began.

Crusaders In this miniature painting from the 1200s, Crusaders sail across the Bosporus, a strait that ran through Constantinople (modern Istanbul, Turkey).

V





Muslim Gains and Losses



KEY QUESTION How successful were Muslim armies after the First Crusade?

Muslim disagreements ended in the late 1100s. This unity came about with the rise of Salah-al-Din, a Muslim political and military leader.

Saladin and the Third Crusade Salah-al-Din was known to Europeans as **Saladin** (SAL•uh•dihn). Over the years, Saladin rose rapidly as a Muslim leader, first in Egypt and later in Syria. He became well-known as an intelligent, no-nonsense leader who was firm and aggressive but generous and thoughtful too.

In 1187, Saladin gathered a large force to attack the Crusader states. Saladin's forces won many victories and recaptured Jerusalem. It did not take long for news of Saladin's victories to reach Europe.

After the fall of Jerusalem, the pope called for another Crusade. Some of Europe's most powerful leaders went on the Third Crusade (1189–1192). Among them was the English king Richard the Lion-Hearted. Richard became the Crusaders' leader because of his courage and skill in battle. The Crusaders were successful at first, but they did not achieve their main goal of retaking Jerusalem. In 1192, Saladin and Richard agreed to a truce. Jerusalem would remain under Muslim control. However, in return, Saladin agreed to allow Christian pilgrims to visit the city's holy places.

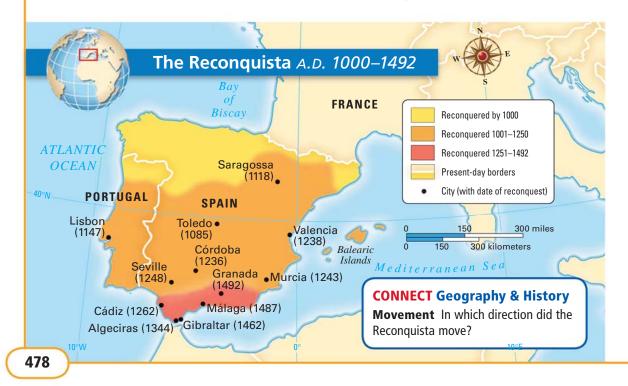
The Fourth Crusade The truce did not last, and Europeans launched the Fourth Crusade (1202–1204). To pay the Italian traders who were transporting them, the Crusaders agreed to attack the Byzantine city of Zara. The Crusaders then sacked Constantinople to put a political ally in charge of the Byzantine Empire. The pope was furious with the Crusaders for attacking Christian cities, but he could not stop them. The attacks greatly weakened the Byzantine Empire.

Effects of the Crusades European contact with the cultures of the eastern Mediterranean grew during the Crusades. Crusaders brought back Asian goods, resulting in increased trade. These goods included spices, furs, cloth, cane sugar, rice, and different fruits. Increased trade across the Mediterranean helped European towns to grow and made the role of urban merchants more important.

Another legacy of the Crusades was rising Christian hostility toward Jews. More and more Christians saw all non-Christians as their enemies. On their way to Palestine, some Crusaders massacred European Jews. The killing continued in Palestine. After the Crusades, Jews were expelled from England in 1290 and from France in 1306 and again in 1394. Many of these Jews moved to eastern Europe.

Muslims, however, allowed Jews and Christians to live in peace in most cases. Many Crusaders who stayed in Palestine came to respect Muslims, but Christian intolerance toward Jews continued.

The Reconquista Muslim leaders drove the Crusaders out of Palestine. But in Spain, just the opposite occurred. Here, it was Christian armies that drove out the Muslim rulers. In the Spanish language, this event is known as the **Reconquista** (reh•kawn•KEES•tah).



As you learned in Chapter 11, Muslims had conquered the Iberian Peninsula, which includes present-day Spain and Portugal, in the early 700s. By the 1000s, however, Muslim unity on the peninsula broke down. Spanish and Portuguese kingdoms rose to defeat Muslim forces. In the 1400s, King Ferdinand and Queen Isabella unified Spain through military and religious authority. Their armies captured cities, and their church officials used a court to punish people opposed to church teachings. This court, which was used throughout Europe, was called the **Inquisition**. The

Inquisition tortured and executed many Jews and Muslims in Spain and Portugal. In 1492, Ferdinand and Isabella completed the Reconquista by forcing out the last Muslim rulers and their followers. Many Jews were forced to leave as well.



SUMMARIZE Summarize the successes of Muslim armies after the First Crusade.



▲ The Alhambra

A fortified palace that overlooks Granada in southern Spain, the Alhambra was home to the last Muslim rulers in Spain.

2

Section Assessment



ONLINE QUIZ

For test practice, go to Interactive Review @ ClassZone.com

Terms & Names

1. Explain the importance of

clergy Crusades Reconquista religious order Saladin Inquisition

Use Your Reading Notes

2. Summarize Use your completed chart to answer the following question:

What was the Church's role in education in the Middle Ages?

Section	Summary	١
Power of the Roman Catholic Church		
		J

Key Ideas

- **3.** Why did Pope Gregory VII excommunicate Emperor Henry IV?
- **4.** What motivated the Crusaders to attack Palestine?
- **5.** Why were the Spanish and Portuguese kingdoms able to start taking back territory?

Critical Thinking

- 6. Draw Conclusions Why might Church leaders and the European nobility have cooperated for so long?
- **7. Analyze Effects** How did the Crusades impact the Christian, Muslim, and Jewish populations in Europe?



Make a Poster Research to learn more about the Crusades. Make a poster that shows how the Crusades changed life in Europe.

Section **2**

Reading for Understanding

Key Ideas

BEFORE, YOU LEARNED

A social and political system known as feudalism brought some order to medieval Europe, even while the Crusades raged in Palestine.

NOW YOU WILL LEARN

Disease and warfare brought sorrow and chaos to much of Europe after 1300.

Vocabulary

TERMS & NAMES

bubonic plague disease that struck western Eurasia in the mid-1300s, in an outbreak known as the Black Death

Hundred Years' War series of wars between England and France that took place between 1337 and 1453

Joan of Arc French peasant girl who led the French to victory over the English at Orléans in 1429 longbow weapon that could shoot arrows with enough power to penetrate a knight's armor absolute monarchs kings or queens who had unlimited power and controlled all aspects of society

BACKGROUND VOCABULARY

migrate to relocate to a new region

English Channel arm of the Atlantic Ocean that runs between England and France and connects the Atlantic Ocean with the North Sea



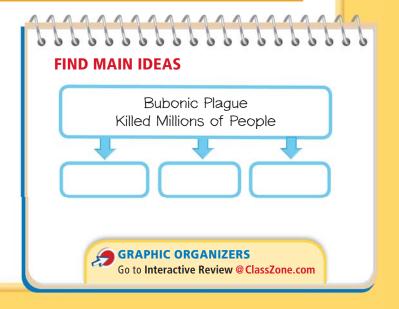
Visual Vocabulary longbow

Reading Strategy

Re-create the chart shown at right. As you read and respond to the **KEY QUESTIONS**, use the chart to help you list the main ideas and supporting details that relate to the Plague and the Hundred Years' War. Create a new chart for each main idea.



See Skillbuilder Handbook, page R3.



Plague and the Hundred Years' War

Connect to What You Know So far in this chapter, you have read about the beginnings and workings of feudalism in Europe. In Section 3, you will learn about a series of crises that weakened feudalism.

()) Starting with a Story The year is 1348.

Imagine you live in Siena, Italy and the plague is wiping out your town!

Click here to listen to the story @ ClassZone.com



The Plague

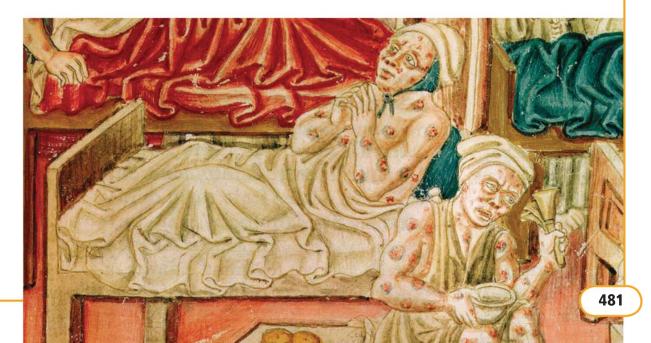


V KEY QUESTION What widespread effects did the bubonic plague have?

Before the end of the century, the plague had killed tens of millions of people in Europe, North Africa, and western Asia. In Europe, about one-third of the total population died.

Spread of the Disease The plague that struck western Eurasia in the mid-1300s is called **bubonic plague**. Its victims experienced severe chills, fever, convulsions, and vomiting. Victims also developed dark spots on their skin and swollen glands. A person infected with the bubonic plague was usually dead within a few days. The plague of the 1300s is also known as the Black Death.

The Plague One of the symptoms of the plague was dark spots on the skin, evident in this painting from the period. ∇



CONNECT Science & History

The Spread of the Plague

Scholars believe the plague spread from Central Asia. It moved by land along trade routes from Asia to Europe. It also moved along sea routes. In October 1347, a trading ship brought the disease to Italy. The disease then traveled rapidly north. By the following spring, the plague had spread to France and Germany, and as far north as England.

- The plague probably spread from Central Asia, but it is impossible to know for certain.
- Rats carrying infected fleas traveled with merchants along trade routes.
- Italian merchants unknowingly brought the plague to Europe.

1000 miles 500 1000 kilometers ASIA MONGOL EMPIRE Baghdad 1347 CHINA Alexandria

CRITICAL THINKING

Draw Conclusions How did the plaque travel from Asia to Europe?

> **Impact of the Plague** The massive loss of life caused by the plague had a major impact on Asia, North Africa, and Europe. Christians and Muslims reacted differently to the plague. Christians often saw the plague as a punishment for sin. By comparison, Muslims saw the plague as testing their faith in God. Regardless of their faith, the plague had killed 20 to 30 million people by 1400.

For a short time, wars stopped and trade declined. Some landowners were ruined by a shortage of labor. However, this was followed by economic recovery for some people. For example, European workers were so scarce that those able to work could demand higher pay for their labor. The shortage of labor and higher wages weakened feudalism because workers began to migrate in search of higher wages.

In Europe, the hostility toward Jews that developed during the Crusades continued during the bubonic plague. Jews were often accused of causing the plague by poisoning water wells. They were driven out of many German towns during the plague.



SUMMARIZE Describe the widespread effects of the bubonic plague.

The Hundred Years' War



KEY QUESTION Why was the Hundred Years' War fought?

In the 1300s, England and France faced not only the plague but frequent warfare as well. Between 1337 and 1453, England and France fought each other in the **Hundred Years' War**. It was actually a series of wars—not one continuous battle.

Background for the War William, Duke of Normandy, was from the Norman region of France. He claimed to be the rightful king of England. In 1066, William captured England in what is called the Norman invasion. He became known as William the Conqueror and tied the nobility of France with the nobility of England. Over the years, tensions grew over who had the right to rule either region.

Years of Battle Those tensions boiled over in the early 1300s. England claimed territory in the southwest of France. France was supporting Scotland's fight against England. There was also debate about rights to sea travel in the **English Channel**. Fighting began when the king of France tried to take the territory claimed by England in southern France. The English king responded by claiming that he was the rightful king of France. In 1337, England attacked France.

The English had several early victories. In 1428, the English attacked Orléans, one of France's last major strongholds. A French peasant girl known as Joan of Arc led the French to victory. By 1453, the French had driven the English from France and ended the war.

History Makers

Joan of Arc (c. 1412–1431)

Joan of Arc was born a peasant in Domrémy, France, around 1412. She was a devoted Catholic. At 13, she believed that religious visions were urging her to fight the English during the Hundred Years' War. In 1429, she convinced Charles, the French heir to the throne, that her visions were divine. Charles made her a knight. In May 1429, Joan led the French to victory in the battle against the English at Orléans.

A year later, Joan was captured by allies of England. She was eventually executed in 1431. She became a national heroine in France and was declared a saint by the Catholic Church in 1920.

CRITICAL THINKING

Summarize Why was Joan a national heroine to the French people?



New Weapons New weapons changed warfare in Europe and around the world. A **longbow** shot arrows with enough force to pierce a knight's armor. Europeans also took advantage of new gunpowder weapons. Gunpowder technology came from China, but Europeans developed the technology into a major instrument of war. For instance, cannon fire could break down castle walls and rip through knights' armor. These new weapons could easily defeat knights. Over the next 300 years, the nature of warfare would change dramatically.



SUMMARIZE Give reasons why the Hundred Years' War was fought.

Early Modern Europe Emerges

V KEY QUESTION How did life change by the end of the Middle Ages?

For centuries, many European societies followed the feudal structure you learned about in Section 1. Over time, however, European feudalism broke down and signaled the end of the Middle Ages.

Social and Political Structures European trade grew throughout the Middle Ages. The number and size of towns grew too, as people moved from the countryside to seek their fortune. This was true even though the overall European population took years to

recover from the plague, the Hundred Years' War, and other wars.

Towns required stability to make business and trade more reliable. The wealthy merchants steadily increased their power in local politics. Europe's monarchs also looked to rich traders, bankers, and merchants as their most solid sources of cash—through taxes and loans. Well-funded monarchs enforced law and order, providing stability to the towns. As a result, towns became centers of support for monarchies, and monarchies in turn expanded their power.

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Europe in Transition			
Medieval Europe	Early Modern Europe		
Weaker monarchies	Stronger monarchies		
Powerful nobility	Weaker nobility		
Mostly agricultural	Rising importance of trade		
Common people loyal to local rulers	Common people loyal to the king		
Knights are a fearsome weapon	Gunpowder weapons make knights obsolete		

▲ Medieval Marketplace Shops in a French village are shown conducting daily business in this illustration from the 1400s.

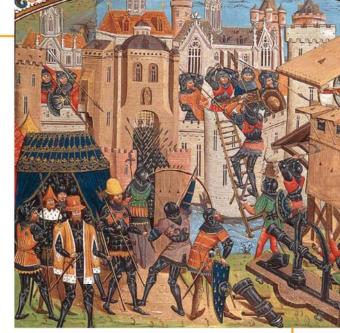
Monarchies gained even more strength after the Hundred Years' War. For example, the French monarchy no longer had to worry about an English claim to their throne. King Louis XIV (1643–1715) of France became the symbol of the power of **absolute monarchs**—kings or queens who had unlimited power and controlled all aspects of society. With help from skilled advisors, Louis would make France the most powerful nation in Europe.

New Ideas For many historians, the end of the Middle Ages began with the development

of large nations that had powerful central governments run by kings. As the Middle Ages came to an end, scholars continued the study of classical texts that began with men such as Thomas Aquinas, whom you read about in Section 2. New ideas about learning, science, and art developed in Italian cities. The new ideas spread along European trade routes. This new era is called the Renaissance, and you will read more about it in Chapter 17.



SUMMARIZE List ways that life changed by the end of the Middle Ages.



▲ Hundred Years'

War This detail from a painting made in the 1400s shows cannons (lower right) and a longbow in a battle setting. How do you think the cannon affected how castles were built?

3

Section Assessment



Terms & Names

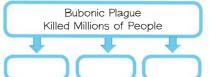
1. Explain the importance of

bubonic plague longbow Hundred Years' War absolute monarchs Joan of Arc

Use Your Reading Notes

2. Find Main Ideas Use your completed chart to answer the following question:

What were the effects of the plague on European society?



Key Ideas

- **3.** How were European Jews treated during the plague?
- **4.** What were two causes of the Hundred Years' War?
- **5.** How did political structures change during the Middle Ages?

Critical Thinking

- **6. Make Inferences** How might gunpowder have changed which weapons were used on medieval battlefields?
- 7. CONNECT to Today Name and describe a modern military technology (from the last 100 years) that changed how battles are fought.

Activity

Internet Activity Use the Internet to research Joan of Arc. Write a two-page biography that explains the central issues and problems she faced.

INTERNET KEYWORD: Joan of Arc

CONNECT \rightarrow to Today

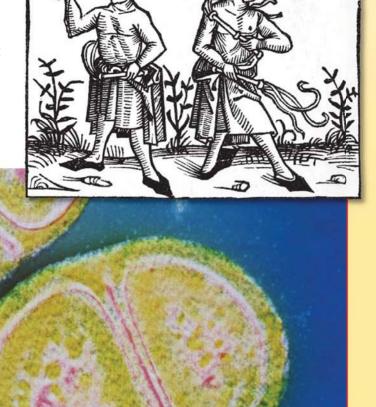
Epidemics

An epidemic is an outbreak of a disease that infects a large number of people. An epidemic covering a large land area is called a pandemic. The bubonic plague was a pandemic because it spread through the territory from eastern Asia to western Europe. Epidemic diseases have been, and continue to be, a powerful force in human history.

On these pages you will read about past and present ideas about infection, prevention, and treatment. Remember that doctors from past historical periods could only apply the knowledge available to them. Their medical practices may seem strange to us today, but our medical practices may seem strange to people 1,000 years from now.

Method of Infection

- ▶ Past Over the centuries, people have had different ideas about how humans are infected by disease. Often, a disease was thought to be the result of a demon or evil spirits—a belief still held by many people around the world. The men in the engraving at right are beating themselves as a punishment for sin. Sins were thought to be the cause of some illnesses.
- ▼ **Present** Modern scientists discovered that microscopic germs and viruses cause diseases. Even before these germs and viruses were identified, however, many scientists had predicted their existence.



Prevention

▶ Past To prevent infection from diseases, people have tried many things over the centuries. This doctor from the Middle Ages understood, as we do today, that close contact with people infected by the plague could spread the disease. His mask was filled with herbs thought to prevent disease.





▲ Present Inoculations (ih●NOHK●yuh●LAY●shuhnz) can prevent people from getting specific types of diseases. They are an important part of modern medicine that medieval doctors did not have. Today, children usually get regular inoculations to prevent diseases.

Treatment

▶ Past Bloodletting, or bleeding, was a treatment often used for a variety of illnesses. Blood might be drained directly from the patient, or blood-sucking leeches might be attached to the patient, as is shown in the painting at right. Doctors have used natural remedies for centuries.

Present Modern doctors use medicines developed from natural and chemical sources that are targeted to attack a specific disease or to treat specific symptoms.





1 TALK AROUT IT What are

- 1. TALK ABOUT IT What are some epidemics you have heard about?
- 2. WRITE ABOUT IT Write a paragraph predicting how our knowledge of infections and treatment of diseases will be different in 500 years.

Section **1**

Reading for Understanding

Key Ideas

BEFORE, YOU LEARNED

Out of the death and destruction of the bubonic plague and the Hundred Years' War came the new structures and ideas of early modern Europe.

NOW YOU WILL LEARN

In the 1100s and 1200s, changes in the law and government took place in England. The effects of those changes are still strongly felt today.

Vocabulary

TERMS & NAMES

common law system of law based on court decisions and local customs

King John king of England who signed the Magna Carta in 1215

Magna Carta list of rights written by England's nobility and signed by King John in 1215

parliament group of representatives with some
powers of government

habeas corpus right of people not to be imprisoned unlawfully

BACKGROUND VOCABULARY

judiciary system of judges and courts of law **suffrage** the right to vote



Visual Vocabulary England's House of Parliament

Reading Strategy

Re-create the chart shown at right. As you read and respond to the **KEY QUESTIONS**, use the chart to help you list the details about developments in government for each part of the section. Use these details to come up with a generalization.



See Skillbuilder Handbook, page R12.



Beginnings of Modern Government

Connect to What You Know In Section 3, you read about events that weakened European feudalism. In this section, you will study legal and constitutional practices of England from the 1100s and 1200s that are still important today.

The English Government

KEY QUESTION How did English government change during this period?

In the Middle Ages, legal power in England began to slowly shift away from the monarch. The ideas that brought about this shift are the foundation of many modern legal practices.

Common Law King Henry II (1154–1189) brought consistency to England's legal system by sending royal judges to every part of the country. Before this, the law was based on local customs and previous court rulings. This was called **common law**. It meant the decisions in one part of England could be different from those in another. The decisions of the new royal judges, however, were intended to apply to all of England. The royal laws made it more likely that people all over England would receive equal treatment.

▲ King John's Coat of **Arms** This is King John's coat of arms before he took the throne. A coat of arms is a set of symbols used to identify a family or individual.

King John King John is shown here signing the Magna Carta about 800 years ago. This document still influences



Independent Courts The royal judges were meant to be independent from local politics. However, they were not independent from the royal government. English medieval courts were very different from courts today. For example, U.S. courts are independent from all other parts of the government. This is called an independent **judiciary**, which you will read more about later in this chapter.

Magna Carta In 1199, the youngest of Henry II's sons, John, came to power. King John fought, and lost, many wars. The wars weakened England financially. Many barons, members of England's nobility, opposed John's policies. They told John that he must recognize their rights. They listed these rights in a document called the Magna Carta and forced John to sign it in 1215.

The Magna Carta guaranteed the protection of the law and trial by jury. It also guaranteed that the king could not collect money from the nobles without their approval. Ordinary English people did not immediately benefit from the Magna Carta. The Magna Carta did, however, set an example for later democratic developments in England and around the world. In Chapter 19, you will read more about how the Magna Carta influenced later democratic thought.



FIND MAIN IDEAS List the main ways that English government changed.

Primary Source

Background The Magna Carta (detail shown below) was first drafted in 1215. Some of the ideas it contains can be found in the U.S. Constitution—written nearly 575 years later.

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▶) from the Magna Carta (1215)

Translated by Claire Breay

For a trivial offence, a free man shall be fined only in proportion to the degree of his offence, and for a serious offence correspondingly, but not so heavily as to deprive him of his livelihood.

No free man shall be seized or imprisoned, or stripped of his rights or possessions, or outlawed or exiled . . . in any other way, nor will we proceed with force against him, or send others to do so, except by the lawful judgment of his equals or by the law of the land.

To no one will we sell, to no one deny or delay right or justice.

DOCUMENT-BASED QUESTION

The U.S. Constitution states that "No person shall . . . be deprived of life, liberty, or property, without due process of law." How is this similar to the Magna Carta quotation above?

Representative Institutions



V KEY QUESTION In what ways was Parliament able to limit the power of the king?

Some historians see the political practices of medieval England as the foundation of modern representative governments. But the emergence of Parliament's power was slow and gains were hard-won.

A New Governing Body An important step toward representative government came in 1264. English nobles removed King Henry III from the throne after he broke an agreement with them. They replaced him with a group of representatives, which would later be called a parliament. The Parliament included nobility, high-ranking church officials, and representatives from cities and towns.

Henry's son Edward I took back the throne in 1265, but he did not get rid of Parliament because he needed its political support. In 1295, a parliament was assembled that is widely considered the first truly representative parliament. It is known as the Model Parliament. Representatives from every county, district, and city were assembled. Edward called for parliaments throughout his reign. However, even by the end of Edward's reign in 1307, Parliament's powers were still not totally clear.

Edward I's Parliament

This page from a 14thcentury manuscript shows England's King Edward I supervising his newly formed parliament. Why was the parliament of 1295 known as the Model Parliament? ▼

Parliament's Powers Parliament

formed two houses, or groups, to govern the country: the House of Commons and the House of Lords. Parliament would eventually control the collection of taxes. As a result, it could limit the power of the English monarchy. Parliament was also eventually able to introduce and pass laws. The king could not declare new laws without Parliament's approval.

Parliament's power grew slowly. The changes mentioned above took centuries to develop. Wars were even fought over the question of Parliament's authority. But the legal and constitutional practices of medieval England would be a guide to later political thinkers.

SUMMARIZE Summarize the ways that Parliament limited the power of the king.



Rise of Modern Democratic Thought



KEY QUESTION What are some modern legal or political ideas that have their roots in medieval England?

Independent judiciaries, citizens' rights, and democratic forms of government did not exist in medieval England as we know them today. Like the development of Parliament, the growth of these ideas and institutions would take centuries. During their development, however, the legal and constitutional practices of medieval England often became a guide.

Independent Judiciaries Independent judiciaries have developed around the world. In many countries, the courts are independent from other branches of government and can make sure there is a balance of power. For example, the courts can prevent government from passing laws that violate the rights of citizens.

One legal right that probably started in medieval England is **habeas corpus**. This right keeps the government from jailing people without cause. Today, habeas corpus requires authorities to provide legal proof for why a person is being imprisoned.

Rights listed in the Magna Carta mainly affected English nobles. Later politicians expanded its use. For example, the barons said that King John must consult them when he needed money. Centuries later, English parliaments argued that this meant the king could not ask for taxes without Parliament's agreement.

CONNECT to Today

England's Parliament

The English parliament is still officially led by a monarch, Queen Elizabeth II (shown seated at the left side of this photograph).

The English parliament is still the still the side of the side o



Representative Government A government elected by the people to represent their interests is a representative government. Representative governments that try to include all members of society are a relatively recent development. But they are a logical extension of the parliamentary system. Parliament came into being because some members of society demanded a say in how government was run. In modern representative governments, the same is true. Only now, all citizens, not just the rich and powerful, demand a voice.

The main way that citizens express their views to their governments is through the vote. The struggle for universal **suffrage**, or access to the vote, took many years. A majority of English men could not vote for members of Parliament until the 1800s. For women, access to the vote was even hader to come by. In the United States, women could not vote until 1920, and many African Americans were effectively prevented from voting until the 1960s.



FIND MAIN IDEAS List and explain medieval English legal and political ideas that have lasted into modern times.



▲ Women Vote

An American woman casts her first vote in 1920. Women in the United States won this right with the adoption of the 19th Amendment to the U.S. Constitution that same year.

4

Section Assessment



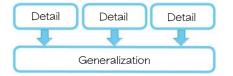
Terms & Names

1. Explain the importance of

King John parliament Magna Carta habeus corpus

Use Your Reading Notes

2. Make Generalizations Use your completed chart to answer the following question: What is one general statement you can make about government in medieval England?



Key Ideas

- **3.** How did the decisions of England's royal judges help bring equality to English law?
- **4.** How did the English Parliament become the model for future representative institutions?
- **5.** Explain the importance of habeas corpus.

Critical Thinking

- **6. Draw Conclusions** How did the changes in medieval England's government affect ordinary people?
- CONNECT to Today Give an example of a modern legal or political idea that can be traced back to medieval England.



Give an Oral Report Research to learn more about common law in the United States. Then write a short description of its main features and read the description aloud to the class.

Chapter 16 Assessment

Interactive (**) Review



Material States for quizzes, flipcards, crosswords, and review notes online @ ClassZone.com

Feudal and **Late Medieval Europe**

Belief Systems



 Islamic forces conquered the Holy Land and Spain.

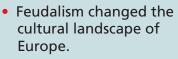
and religious institution.

Science & Technology



 Military technology advanced during the Hundred Years' War.

Culture



 The Crusades increased cultural interaction.

Government



- Europe divided into many small kingdoms.
- The Crusades and the Hundred Years' War weakened feudalism.
- Origins of representative government developed in England.

VOCABULARY

Explain why the words in each set below are linked with each other.

- 1. lord and serf
- 2. Hundred Years' War and Joan of Arc
- 3. Reconguista and Inquisition
- 4. King John and Magna Carta

KEY IDEAS

Feudalism in Medieval Europe (pages 462–471)

- 5. What helped Christianity to continue spreading after the fall of the Roman Empire?
- 6. What made the manor the center of the European economy during the Middle Ages?

The Church and the Crusades (pages 472–479)

- 7. Why did Church officials often have great political power?
- 8. How did the Crusades begin?

Plague and the Hundred Years' War

(pages 480–487)

- 9. What effect did the plague have on Europe?
- 10. Explain the importance of the longbow.

Beginnings of Modern Government

(pages 488-493)

- 11. How did the Magna Carta contribute to the growth of democracy?
- 12. How did the English Parliament lay the foundation for future representative institutions?

CRITICAL THINKING

- 13. Compare and Contrast How did culture during the Middle Ages and in the Roman Empire differ?
- **14. Analyze Point of View** How might a serf's view of feudal society differ from a noble's?
- **15. Analyze Effects** In the Middle Ages, how did changes in England's political practices lay the foundation of modern representative government?



- 1. Writing Activity Imagine you live in a European town in the Middle Ages. Describe what happens when the plague comes to a nearby town.
- 2. Interdisciplinary Activity—Art Research weapons used during the Hundred Years' War. Create a series of trading cards detailing those weapons and their impacts.



ONLINE ACTIVITY

Click here to create a multimedia presentation on the Spanish Inquisition @ ClassZone.com



Answer the ESSENTIAL QUESTION

How did Europe change during the Middle Ages?

Written Response Write a twoor three-paragraph response to the Essential Question. Be sure to consider the key ideas of each section as well as specific details about European government and society. Use the rubric to guide your thinking.

RESPONSE RUBRIC

A strong response will

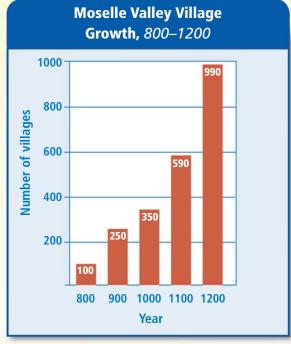
- discuss how European society changed after the fall of Rome
- consider the importance of the plague, the Crusades, and the Hundred Years' War
- take into account the changes that occurred within the **English** government

Standards-Based Assessment



- Online Test Practice @ ClassZone.com
- Test-Taking Strategies and Practice at the front of this book

Read Graphs The Moselle River Valley lies in what is today Germany. The following graph shows the change in the number of villages in the region during the Middle Ages.



Source: Economic and Social History of the Middle Ages Vol. 2

- 1. Between which years did the number of villages grow the most?
 - A. 800 and 900
 - **B.** 900 and 1000
 - C. 1000 and 1100
 - **D.** 1100 and 1200
- 2. How many new villages emerged between 800 and 1200?
 - A. 350
 - **B**. 590
 - **C.** 890
 - **D**. 990

Chapter

The Renaissance and Reformation



Essential Question

What political and economic changes led to the Renaissance?



Use the map and the time line to answer the following questions.

- 1. The Renaissance began in what is now Italy. What political units made up the area at that time? (If you're not sure where Italy is, check the map on page A28.)
- 2. England's King Henry VIII rejected the Roman Catholic Church and founded the Anglican Church. About how far apart are London and Rome?





EUROPE

1300s

Renaissance begins in Italian cities.



mid-1400s

Johann Gutenberg invents the printing press. (page from Gutenberg Bible)

1400

WORLD

Aztecs build city of Tenochtitlán in Central Mexico.

(mask of Aztec rain god)

1453

Ottoman Turks capture Constantinople.



Section 1

Reading for Understanding

Key Ideas

BEFORE, YOU LEARNED

The Crusades helped to expand trade between Europe and Asia. New political ideas developed in medieval England.

NOW YOU WILL LEARN

A movement known as humanism stressed the importance of individuals. During the Italian Renaissance, artists, writers, and scientists made many advances.

Vocabulary

TERMS & NAMES

humanism way of thought that focuses on human beings and their potential for achievement Renaissance rebirth of creativity, literature, and learning in Europe from about 1300 to 1600 patrons wealthy or powerful people who provide money, support, and encouragement to an artist or a cause

perspective technique used by artists to give the appearance of depth and distance

Leonardo da Vinci Italian Renaissance painter and scientist

Michelangelo Italian Renaissance sculptor, painter, and architect

Duomo domed cathedral in Florence

BACKGROUND VOCABULARY

setbacks changes from better to worse **instability** not constant or dependable **masterpieces** outstanding works of art, especially an artist's greatest works



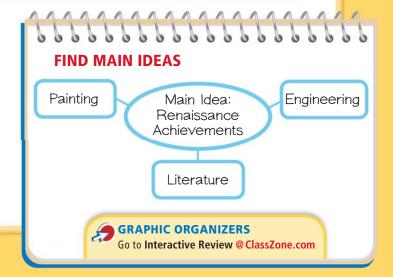
Visual Vocabulary Duomo

Reading Strategy

Re-create the web diagram shown at right. As you read and respond to the **KEY QUESTIONS**, use the diagram to help you list Renaissance achievements in various artistic fields.



See Skillbuilder Handbook, page R3.



The Italian Renaissance

Connect to What You Know Your favorite movies or music are part of the arts. So too are painting, sculpture, literature, and architecture. In this chapter, you will learn about one of the most significant eras of artistic advancement in European history.

European Society Changes

V KEY QUESTION What events helped bring an end to feudalism?

Under feudalism, hundreds of small kingdoms existed in Europe. This began to change with the development of England and France as nations during the 1100s and 1200s. As a result, individual lords and landowners lost much of their power.

The feudal way of life also suffered **setbacks** during the 1300s. The deadly plague reduced the number of serfs. With fewer serfs to work the land, the feudal system weakened. The Hundred Years' War marked the end of the age of chivalry. The development of weapons that could pierce armor made knights ineffective.

As the feudal system faded, European cities continued to grow. This growth resulted from the expansion of trade and the development of a strong merchant class.

The rise of the Mongol Empire made trade routes between Europe and China safer.

This led to an increase in trade along the routes in the 1200s.

Around 1300, the Italian trader Marco Polo published the story of his long journey through Asia. His tales of great riches encouraged European merchants to increase their trade with Asia. The growth of trade with Asia opened Europeans up to a host of new goods and ideas.

SUMMARIZE Describe the events that brought an end to feudalism.

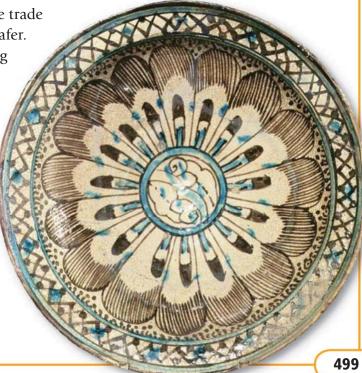
)) Starting with a Story

Imagine you are a Renaissance painter trying to please a wealthy patron.

Click here to listen to the story @ ClassZone.com



Trade with Asia This ceramic bowl came from the Mongol Empire that Marco Polo visited. ▼



New Ways of Thinking



V KEY QUESTION How did humanism differ from the beliefs of the Middle Ages?

The events of the late Middle Ages had a great effect on many Europeans. Those who survived the years of plague and war wanted to celebrate and enjoy life. Meanwhile, the growth of trade introduced more people to new goods and ideas. As a result, new attitudes spread across Europe and helped to create new ways of thinking.

Revival of Classical Learning The end of the Middle Ages brought new energy to learning in Europe. As you recall, education had declined during the Middle Ages. This decline was due largely to the war and political **instability** that had disrupted society. By the 1200s, however, people had grown eager once again to gain knowledge and understanding.

To achieve greater knowledge, many people turned to the past. They revived the classical ideas of Greece and Rome. They studied a variety of texts from these earlier civilizations in the hope of learning from the great thinkers of the past.

The Growth of Humanism The study of classical texts and ideas led to a movement known as humanism. Humanism

was a way of thought that focused on human beings and their potential for achievement. It stressed the study of such classical subjects as history, grammar, literature, and philosophy. The goals of humanism was to create well-rounded individuals and to encourage people to achieve all they could in life.

The early leader of the humanist movement was an Italian poet and scholar named Petrarch. He was one of the first thinkers to stress the value of classical learning, or the teachings of Greece and Rome. He worked to find and restore the works of many important Greek and Roman writers. In fact, scholars believe that such significant Latin writers as Cicero and Livy might be unknown today if Petrarch had not dug up their lost works buried in monastery libraries.

Classical Writers

In the late Middle Ages, scholars studied the works of Greek and Roman authors. This illustrated manuscript contains the text of a work by Livy, an impor-



Humanist Thought Humanism stressed the importance of the individual. This way of thinking differed greatly from that of the Middle Ages—which placed kings and institutions such as the Church above everything else.

Humanism also promoted a balance between intellect and religious faith. Humanist thinkers continued to stress the importance of leading a Christian life. However, they challenged people to think for themselves rather than look to the Church for every answer. They also taught that people could enjoy life and still be good Christians. This teaching differed from earlier beliefs that one had to avoid life's pleasures in order to please God.

A New Age of Creativity Humanism helped to strengthen a growing desire among people to experiment, explore, and create. An explosion of creativity, learning, and discovery began on the Italian peninsula and gradually spread throughout Europe. This movement signaled the end of the Middle Ages and the beginning of a new era.



COMPARE Explain how humanism differed from the beliefs of the Middle Ages.



The early humanist leader Petrarch helped to preserve the work of classical writers.

The Renaissance Begins in Italy



V KEY QUESTION What factors helped make Italy the birthplace of the Renaissance?

As you just read, Europe experienced a growth of cities and trade along with an increased focus on learning and human achievement. All of these changes led to a movement known as the **Renaissance**.

The term Renaissance means "rebirth." It refers to the rebirth of classical art and learning that took place during this time. However, Renaissance writers and artists also created new styles and ways of thinking. The Renaissance began around 1300 in Italy. By 1600, it had spread to all of Europe.

Growth of Independent Trading Cities The Renaissance began in Italy for several reasons. For one thing, Italy had been the center of the Roman Empire. As a result, artists and writers in Italy did not have to go far to revive the styles from this classical period.



Another advantage for Italy was its cities. Many of the trade routes that developed between Europe and Asia during this period went through northern Italy. As a result, several large urban centers developed in the region. They included Florence, Venice, and Milan. Cities became the main places for exchanging different goods and ideas. Thus, they were ideal locations for creating new styles and for spreading Renaissance ideas.

▲ Classical Era

Reborn School of

Athens, a painting
by Renaissance artist
Raphael, portrays many
famous Greek thinkers.
In the center of the
painting, Plato wears a
red robe and Aristotle
wears a blue robe.

A wealthy merchant class developed in many Italian cities. Many of its members became influential leaders who actively supported the arts. This support is one reason that Italian cities produced so many artists and writers.

Florence Shines One of the most important and influential cities of the early Renaissance was Florence. Florence is located in northern Italy along the Arno River. It gained importance as a center of banking and clothing production. The growth of banking brought Florence great wealth.

By the early 1300s, Florence had a population of around 120,000—making it one of the largest cities in Europe. Many artists and writers who made notable contributions to the Renaissance lived and worked in Florence.

A powerful banking family, the Medici (MEHD•uh•CHEE), ruled Florence during the Renaissance. The Medici and other wealthy families became **patrons** of the arts. As patrons, they encouraged artists to create and supported them financially. Such support enabled artists to devote their time to creating their works.

FIND MAIN IDEAS Describe what made Italy the birthplace of the Renaissance.

Advances in the Arts



KEY QUESTION How did Renaissance art differ from earlier art?

Renaissance artists broke from the past in several key ways. During the Middle Ages, art and literature often dealt with religious matters. Renaissance artists focused on portraying humans in realistic ways. In addition, Renaissance writers and painters experimented with new styles and techniques that resulted in unique works. Many of these works are still celebrated today for their beauty and realism.

New Techniques Renaissance artists continued to portray many religious subjects. But these subjects were shown in a more realistic manner. In most medieval art, paintings looked flat and without depth. To create a sense of realism, Renaissance artists used a technique known as **perspective**. This technique produced the appearance of depth and distance in works of art on flat surfaces.

Leading Figures Three artists dominated the Italian Renaissance. They were **Leonardo da Vinci**, **Michelangelo**, and Raphael. Leonardo da Vinci was born outside the village of Vinci, near Florence, in 1452. He was trained as a painter. However, he excelled in several subjects, including astronomy, geometry, and anatomy. As a painter, he created many **masterpieces**, including *The Last Supper* and the *Mona Lisa*.

CONNECT to Art

Perspective in Art To create perspective, artists paint on a grid that appears to run away from the viewer. Drawing people and objects in the foreground larger than those in the background gives the appearance of depth.

Draw Using Perspective

- On a blank piece of paper, use a ruler and a pencil to draw a horizon line. Place the line about one-third of the way down the paper.
- Pick a vanishing point near the middle of the horizon line. Using the ruler and pencil, draw lines that connect the point with the bottom corners and sides of the paper.
- 3 Draw an object in the foreground and the same object in the background. Use the grid to determine how much smaller to make the object in the background.





Leonardo da Vinci (1452-1519)

Aspects of Leonardo's most famous painting, *Mona Lisa*, remain a mystery. Critics continue to wonder what the woman with the slight smile is thinking. Even more mysterious is that Leonardo painted the work for a wealthy merchant but kept it by his side until his death.



Mona Lisa is thought to be a portrait of 24-yearold Lisa Gherardini. She was married to a wealthy Florentine merchant, who paid da Vinci to paint her picture.

Michelangelo (1475–1564)

While working, Michelangelo ate little and slept on a cot near his painting or sculpture. His famous painting on the ceiling of the Sistine Chapel in Rome consists of a series of scenes from the Bible. It took him from 1508 to 1512 to complete the work.



Michelangelo di Buonarroti Simoni was born in the Italian village of Caprese in 1475. He was trained mainly as a sculptor. Michelangelo completed many great works, including the sculpture *Moses*. One of his greatest masterpieces was not a sculpture but a huge painting. It was painted on the ceiling of the Sistine Chapel in Rome.

Raphael was born in Urbino, Italy, in 1483. As a young man, he moved to Florence and studied the works of artists including da Vinci. One of Raphael's most famous works is the *School of Athens* (see page 502).

Other Influential Artists Other Renaissance painters made their mark on the movement. A painter from Venice named Titian used bright colors and broad strokes to set his work apart from other artists'. He produced several masterpieces, including *Crowning with Thorns*.

Sandro Botticelli was a painter from Florence. His works are known for their delicate colors, flowing lines, and overall poetic feeling. His paintings were generally not as realistic as those of other Renaissance artists. *The Birth of Venus* and *La Primavera* are among his best-known works.

Architecture and Engineering The Renaissance also witnessed breakthroughs in building techniques. One of the most influential architects of this period was Filippo Brunelleschi. He is perhaps best known for designing and building large domes for churches. One of his most famous domed cathedrals is the **Duomo** in Florence. He also developed techniques for raising construction materials onto various structures and buildings.

Renaissance Writers Like painters and sculptors of the time, writers began to focus on portraying the real life of individuals. An Italian author named Dante Alighieri wrote many poems and nonfiction works. His greatest masterpiece was the long poem *The Divine Comedy*. It tells the story of an imaginary journey through hell, a middle place called purgatory, and heaven.

Before the 1300s, most European scholars wrote in Latin. However, Dante often wrote in Italian. Influenced by Dante, other Renaissance writers also began to write in their native languages.

Another influential writer was Niccolò Machiavelli. In 1513, he published his most famous work, *The Prince*. In it, Machiavelli advises a prince on how to gain and hold political power. He suggests that lying and violence may be needed to achieve stability in government.



ANALYZE Explain how Renaissance art differed from earlier art.





▲ Machiavelli Niccolò

Machiavelli wrote about how to achieve political

power.

Terms & Names

1. Explain the importance of

humanism patrons Leonardo da Vinci Renaissance perspective Michelangelo

Use Your Reading Notes

2. Find Main Ideas Use your web diagram to answer the following question:

Which achievement do you consider to be the most significant? Why?



Key Ideas

- 3. What was the main goal of humanism?
- **4.** How did Italy's cities help to make it the birthplace of the Renaissance?
- **5.** What three artists dominated the Italian Renaissance?

Critical Thinking

- **6. Make Inferences** Would the Renaissance have started if trade routes between Europe and Asia had remained closed? Explain.
- **7. Compare and Contrast** How did the focus and style of Renaissance art differ from that of the Middle Ages?



Internet Activity Use the Internet to locate works by one of the artists mentioned in this section. Choose a work you like, then write a paragraph describing what you like about it. **INTERNET KEYWORDS:** artist's name, painting, sculpture

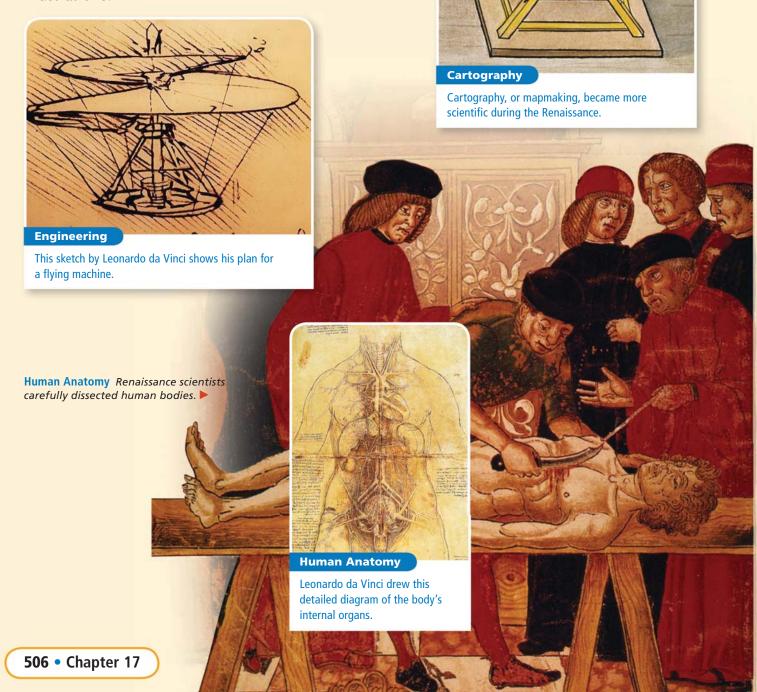


COMPARING Scientific Images

People have used drawings and diagrams longer than they have used written language. Illustrations communicate important information about the world. In many cases, it is easier to show than to tell.

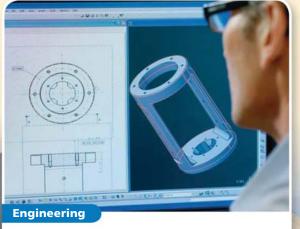
Renaissance Methods

Leonardo da Vinci and other Renaissance thinkers made advances in a number of scientific and technological areas. They captured many of their achievements in illustrations.



Modern Methods

Today, we still need to see how things work. Advanced technologies create computer images that can be stored and manipulated.

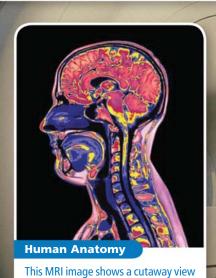


Engineers use computers to create three-dimensional models of their designs.



Global Positioning Systems (GPS) create customized maps.

Human Anatomy Doctors use magnetic resonance imaging (MRI) to look inside the body without having to cut it open. ▼



of a head, neck, and upper chest.

Activities

1. TALK ABOUT IT Which type of Renaissance illustration had the greatest impact on the world? Why?

WRITE ABOUT IT Write a paragraph explaining which of the modern tools described above you consider most important and why.

Section **9**

Reading for Understanding

Key Ideas

BEFORE, YOU LEARNED

At the end of the Middle Ages, trade with Asia brought new goods and ideas to Europe. During the Italian Renaissance, artists and writers made many advances.

NOW YOU WILL LEARN

The Renaissance expanded to northern Europe. The invention of the printing press helped to spread new ideas.

Vocabulary

TERMS & NAMES

woodcut image produced from a wood carving **William Shakespeare** English playwright and poet of the late 1500s and early 1600s

Elizabethan Age period of English history named after Queen Elizabeth I, who ruled from 1558 to 1603

Johann Gutenberg German inventor of the printing press

printing press device that mechanically printed pages by pressing inked forms onto paper; invented about 1455

vernacular a person's native language

BACKGROUND VOCABULARY

minute extremely small; tinydissect to open and expose parts of an animal or human being for scientific examination



Visual Vocabulary woodcut

Reading Strategy

Re-create the chart shown at right. As you read and respond to the **KEY QUESTIONS**, use the chart to highlight the achievements of each individual.



See Skillbuilder Handbook, page R3.

FIND MAIN IDEAS Albrecht William Johann Chakespeare Gutenberg

The Renaissance Spreads

Connect to What You Know What do you know about William Shakespeare? Although he lived 400 years ago, theaters still stage his plays regularly. Plays such as Romeo and Juliet have been transformed into popular movies that you may have seen. In this section, you will learn more about William Shakespeare and other notable artists from the Northern Renaissance.

The Renaissance Moves North



V KEY QUESTION What factors helped the Renaissance spread to northern Europe?

During the late 1400s, Renaissance ideas began to spread north from Italy to France, England, and other parts of Europe. Ideas spread through cultural interaction, the growth of towns, and support from powerful rulers.

Growth of Cities When the destructive Hundred Years' War between England and France ended in 1453, life changed for many people. Trade expanded and cities grew rapidly. Renaissance ideas made their way to these cities and influenced large numbers of people. The growth of cities also helped to create a wealthy merchant class. Like the merchants in Italy, these wealthy businesspeople were eager to sponsor artists and writers.

▲ Theater Costumes

These outfits resemble those worn by actors during the Northern Renaissance in England, where plays were a popular form of entertainment.

Town Life The growth of Ghent (in what is today Belgium) and other cities across northern Europe helped spread the Renaissance throughout the region. V





▲ Patron Monarch An example of a monarch who supported the arts was Francis I of France. He had Italian artists and architects rebuild and decorate his castle at Fontainebleau.

Role of Monarchs The governments of northern Europe also stepped forward to support the arts. Italy was not a unified country but a collection of powerful and independent cities. However, England and France were unified countries ruled by powerful monarchs. Many of these rulers viewed artistic achievement as a source of pride for their country. As a result, they provided financial support to many artists and writers.

Cultural Interaction The Italian artists who led the Renaissance eventually interacted with painters and writers throughout the rest of Europe. In the late 1400s, a war broke out between kingdoms in Italy. As the fighting dragged on, many Italian artists fled to the safety of northern Europe. There, they shared their new styles and techniques with local artists. In addition, artists from northern Europe traveled to Italy and learned all they could about the new methods. They then brought Renaissance ideas back to their homelands.



FIND MAIN IDEAS Explain the factors that helped the Renaissance spread to northern Europe.

Artists and Writers



V KEY QUESTION How did the Northern and Italian Renaissances differ?

The Northern Renaissance produced a second wave of talented painters, writers, and scholars. They made significant advances in the arts and learning. The Northern Renaissance and the Italian Renaissance differed in several ways. For one thing, northern European scholars did not study the classics as much as Italian scholars did. In addition, northern artists created works that were much more detailed in their presentation of everyday life.

German and Flemish Painters One figure who stood out for his realistic and detailed works was the German artist Albrecht Dürer. He is considered by many to be the greatest German Renaissance artist. One of his best paintings is *The Four Holy Men*, which portrays four Biblical figures. Besides paintings, Dürer also created many woodcuts. A **woodcut** is an image produced from a wood carving.

Jan Van Eyck and Pieter Bruegel (BROY•guhl) the Elder were two great Flemish painters. The term *Flemish* describes the people from a region of northwest Europe called Flanders

(now in Belgium). Van Eyck often worked for wealthy patrons. His paintings contain **minute** details and bright colors. Some of his more famous paintings are *Annunciation* and *Giovanni Arnolfini* and his Bride.

The paintings of Pieter Bruegel the Elder often show everyday scenes such as peasants dancing or children playing. Like other artists during the Northern Renaissance, Bruegel painted detailed works.



Shakespeare Talented writers also helped to shape the Northern Renaissance. The most famous of these writers is **William Shakespeare**. He was born in 1564 in Stratford, England. During the late 1580s, he moved to London, where he pursued a career in theater. Shakespeare soon became one of the more popular playwrights in England. Other notable playwrights of the time included Christopher Marlowe and Ben Jonson.

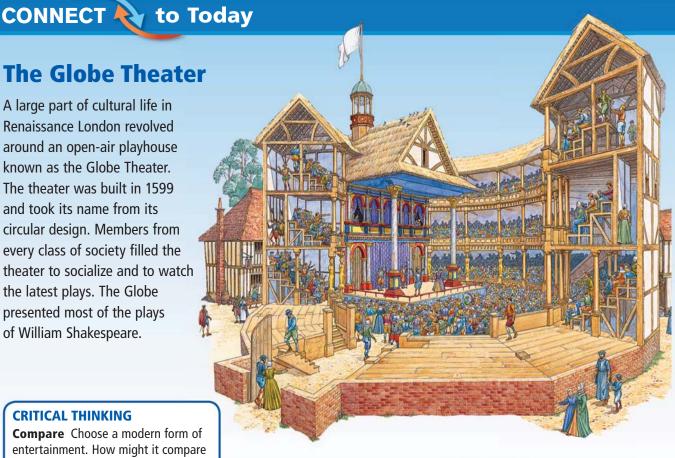
Shakespeare wrote comedies, tragedies, and historical plays. His best-known works include *A Midsummer Night's Dream, Romeo and Juliet*, and *Hamlet*. The works of Shakespeare show a strong understanding of human nature. Because of this, his plays still speak to people today and continue to be performed throughout the world.

Shakespeare wrote during a time in England known as the **Elizabethan Age**. The period was named after Queen Elizabeth I, who ruled from 1558 to 1603. Elizabeth promoted the Renaissance spirit in England. She was well educated and spoke several languages. She also wrote poetry and music. As queen, she did much to support British artists and writers.

▲ Peasant Life This detail of Peasant Dance by Renaissance artist Pieter Bruegel the Elder shows peasants celebrating. How can you tell this is a Renaissance painting?

The Globe Theater

A large part of cultural life in Renaissance London revolved around an open-air playhouse known as the Globe Theater. The theater was built in 1599 and took its name from its circular design. Members from every class of society filled the theater to socialize and to watch the latest plays. The Globe presented most of the plays of William Shakespeare.



CRITICAL THINKING

Compare Choose a modern form of entertainment. How might it compare to attending a play at the Globe?

> **Cervantes** The Spanish writer Miguel de Cervantes is best known for his novel Don Quixote. It tells the story of a landowner who imagines he is a knight and calls himself Don Quixote (kee•HOH•tee). He and his helper Sancho Panza travel across Spain and have many humorous adventures.



COMPARE AND CONTRAST Describe some of the differences between the Northern Renaissance and the Italian Renaissance.

Advances in Science and Technology



KEY QUESTION What Renaissance advances occurred outside the arts?

Both the Italian and Northern Renaissances produced advances beyond just the arts. Scholars and thinkers of this age made breakthroughs in a variety of fields, including mathematics, science, and technology.

Math and Science Renaissance scholars left their mark on a number of academic fields. Mathematicians, for example, advanced the study of algebra by introducing the use of letters in equations.

Meanwhile, Renaissance scientists developed new theories about the universe. You will read more about advances in astronomy in Chapter 18.

Scholars also made advances in cartography, or mapmaking. (See Comparing Scientific Images on pages 506–507.) As they learned more about the world around them, Europeans created more accurate maps. Scientists also developed a greater understanding of the minerals and metals that make up the earth's surface.

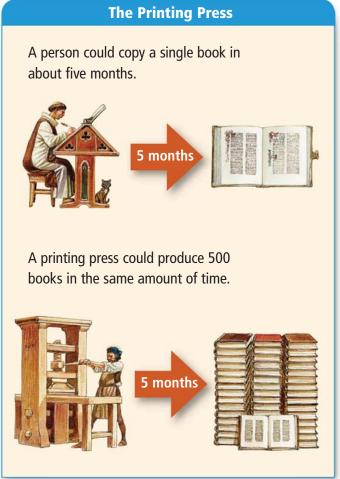
Renaissance scientists applied themselves to anatomy—the study of the human body. During the Middle Ages, the Roman Catholic Church had made it illegal to **dissect** human bodies. But the rise of humanism led scientists to study the internal workings of the body again.

The Printing Press The most significant technological advancement of the Renaissance was the invention of the printing press. This invention built on several earlier technologies, including Chinese wood-block printing. In wood-block printing, a printer carved a word or a letter on a wooden block. The printer then rolled ink onto the block and used it to print on paper.

During the mid-1400s, a
German named Johann Gutenberg
combined the idea behind
wood-block printing with other
techniques to create the printing
press. The printing press was
a machine that pressed paper
against a full tray of inked
movable type. Gutenberg made his
letters out of metal, which lasted
longer than wooden blocks.

Gutenberg used his machine to print a complete version of the Bible in 1455. He probably produced about 180 copies. The book became known as the Gutenberg Bible.

The printing press had a huge impact on European society. Books became less expensive, so more people could afford to own them. More people learned how to read, and ideas spread more quickly.



In addition, the printing press encouraged more authors to write in the **vernacular**, or their native language. Before this, most authors wrote in Latin, the language of the well educated. Now, authors began writing for readers in their everyday language.

Other Technologies During the Renaissance, scholars began to investigate the world directly. The emphasis on observation and original thought brought about many technological advances.

Experiments with lenses led to the development of the microscope and the telescope around 1600. The microscope allowed scientists to see smaller things than they had ever seen before. The telescope showed the true nature of the planets for the first time. It also aided navigation and warfare.

Advances in clock making included two new methods of powering clocks: springs and pendulums. Clock makers used springs to create the first portable clocks. Other clocks that were driven by pendulums kept time more accurately than ever before.

Gunpowder and the compass first came into widespread use in Europe during the Renaissance. As with the printing press, China had first developed these technologies.



SUMMARIZE Describe some of the advances outside of the arts made during the Renaissance.



▲ Spring-Driven
Clock During the
Renaissance, clock makers began using springs
to power clocks. This
picture shows the inner
workings of a springdriven clock from the
1500s.

Life During the Renaissance



KEY QUESTION Why did the Renaissance influence mainly the upper class?

The Renaissance benefited mainly the upper class. In general, only wealthy people had time to study classical texts and to examine humanist ideas. Most members of the middle and lower classes were not well educated. As a result, most of them did not take part in Renaissance activities. Over time, however, Renaissance ideas gradually spread to more of the population as more people became educated.

The Upper Class The upper classes of the Renaissance consisted of nobles and wealthy merchants. The men of this class worked to become sophisticated and well-rounded. They learned to appreciate Renaissance art and literature. They also investigated various fields of classical study. Their goal was to achieve greatness in many areas.

Today, we refer to a person who excels in many aspects of life as a "Renaissance man."

Upper-class women also sought to become well-rounded. Many of them received an education and developed an appreciation for the arts. Some became accomplished artists and writers themselves. The Italian poet Vittoria Colonna, for example, emerged as a notable and respected Renaissance writer. She exchanged many letters and sonnets with Michelangelo.

However, women gained few social or political rights during the Renaissance. Wealthy women usually stayed at home. They went out only to the market or to church. Their main duties in life remained overseeing the education of their children and supervising servants.

Other Classes During the Renaissance, the majority of people in Europe were not wealthy. Many were middle-class citizens who made a modest living as tradespeople or as merchants.

An even larger number of people lived in poverty. Members of the lower class often worked as laborers. The ideas and breakthroughs of the Renaissance did not reach most of the poor.



▲ Renaissance
Women As this painting
from the 1500s shows,
upper-class women in the
Renaissance engaged in
artistic activities.



ANALYZE Explain why the Renaissance influenced mainly the upper class.

2

Section Assessment



Terms & Names

1. Explain the importance of

woodcut Johann Gutenberg William Shakespeare printing press Elizabethan Age vernacular

Use Your Reading Notes

2. Find Main Ideas Use your completed chart to answer the following question:

Which of these people from the Renaissance made the most lasting contribution? Explain.

Albrecht Dürer	William Shakespeare	Johann Gutenberg	

Key Ideas

- **3.** Why does Shakespeare's work remain popular today?
- **4.** What advances were made in technology during the Renaissance?
- **5.** What effect did the printing press have on European society?

Critical Thinking

- **6. Analyze Causes** Could the Renaissance have occurred without large cities? Explain.
- 7. CONNECT to Today The Renaissance took place about 500 years ago. Will any artist or writer alive today be remembered 500 years from now? Why or why not?



Write Interview Questions Review the information in this section about Johann Gutenberg. Then create a series of questions you would ask him about his life and the printing press. Structure your questions as though they would be used for a radio or television interview.

Section 3

Reading for Understanding



BEFORE, YOU LEARNED

The Renaissance began in Italy and spread to northern Europe. A key technological advance of the Renaissance was the printing press.

NOW YOU WILL LEARN

Martin Luther challenged the Catholic Church and started a period called the Reformation.

Vocabulary

TERMS & NAMES

Great Schism (SKIHZ•uhm) division in the Roman Catholic Church from 1378 to 1417, which occurred when the Church's two centers of power elected different popes

indulgence relaxation of earthly penalty for sin
 Martin Luther German theologian, born in
 1483, who was a leader of the Reformation
 Reformation movement in the 1500s to change practices in the Catholic Church

Protestant member of a Christian group that broke away from the Catholic Church

BACKGROUND VOCABULARY

enormous very largeemphasize to give importance tomercy kindness or compassion

REVIEW

Roman Catholic Church Christian church based in Rome

pope bishop of Rome and the most important bishop in the Catholic Church

Reading Strategy

Re-create the chart shown at right. As you read and respond to the **KEY QUESTIONS**, use the chart to help you summarize each of the main sections.



See Skillbuilder Handbook, page R4.

SUMMARIZE Section Summary The Great Schism Criticism of the Church Martin Luther confronts the Church GRAPHIC ORGANIZERS Go to Interactive Review @ ClassZone.com

The Reformation Begins



Connect to What You Know Have you ever disagreed with a friend's behavior and decided to spend less time with that person? In the 1300s and 1400s, many followers disagreed with the actions of the **Roman Catholic Church.** In the 1500s, some left the Church.

▲ Pope Clement V and King Philip IV of France Pope Clement (in the green robe) moved the center of the Church from Italy to France, which was ruled by King Philip (in the red robe).

The Great Schism



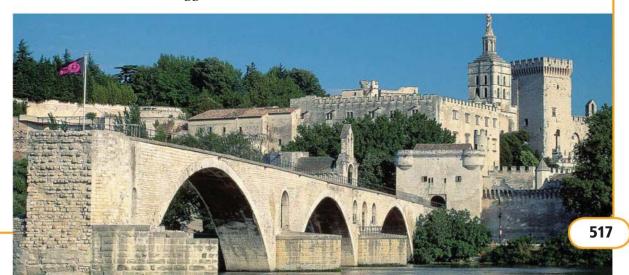
KEY QUESTION How did the Great Schism weaken the Roman Catholic Church?

The Roman Catholic Church had competing centers of authority from 1378 to 1417. A major cause of the split was the decision of Pope Clement V to move the Catholic government from Rome, Italy, to Avignon (AH•vee•NYAWN), France.

French Popes In the 1300s, the growth of national states weakened the power of the Church. Some monarchs grew powerful enough to force the Church to support their policies.

In 1305, the French king used his political power to have Clement V elected **pope**. Two years later, the pope moved the center of the Church to Avignon. After the move to Avignon, most of the popes were French. Other Europeans, and many Church officials, felt that the French king was controlling the pope. This concern resulted in a struggle for control of the Church.

The Papal Palace at Avignon, France This palace was used by one of the popes during the Great Schism. ▼



The Church developed two centers of power—Avignon and Rome. In 1378, the two sides split and elected different popes. The split is

known as the **Great Schism** (SKIHZ•uhm). Each pope demanded obedience from the faithful, and excommunicated, or excluded from the Church, the rival pope's followers. These actions caused confusion and doubt among Christians and weakened the Church.

Healing the Church In 1414, the Holy Roman Emperor summoned a conference to end the schism and reform the Church. Remember that the Holy Roman Empire ruled much of central Europe and was closely associated with the Roman Catholic Church. As a result, the Holy Roman Emperor was very influential.

The conference took place in Germany and met from 1414 to 1418. Church officials removed the French pope and persuaded the Roman pope to resign. In 1417, they elected Pope Martin V. Based in Rome, he began to reunify the Church.



EVALUATE Explain how the Great Schism weakened the Roman Catholic Church.

Criticism of the Church



V KEY QUESTION What sort of reforms did critics of the Church demand from the 1300s through the 1500s?

The efforts of the Church to heal itself strengthened the pope's authority. Even so, the Church fell short in its efforts to reform. There was distrust between Church officials and the pope, and believers were uncertain of the Church's authority. Throughout the 1300s and 1400s, demands for reform grew more intense.

A Corrupt Church During the Middle Ages, the Church had become an **enormous** institution. By some estimates, the Church owned from one-fifth to one-third of all of the lands of Europe. Church leaders needed huge sums of money to maintain such an institution. Critics and reformers were angered by some of the ways in which the Church earned and spent its money.

Many Europeans, especially those who lived outside Italy, disliked paying taxes to the Church in Rome. They were also upset that the Church paid no taxes on its vast landholdings.



▲ The Great Schism In 1378, Church officials who did not like the Roman pope elected an alternative pope. This painting shows those officials crowning Robert of Geneva, who took the name Pope Clement VII.

Reformers also objected to the sale of indulgences. An **indulgence** is a relaxation of earthly penalty for sin. However, sometimes indulgences were sold as if they were a pardon for sin, and people bought them thinking they could avoid punishment in the afterlife. Reformers were enraged that the hierarchy of the Church appeared to allow people to believe they could buy their way into heaven.

Critics also did not like the way the Church spent money. During the Renaissance, many popes spent large sums supporting the arts and their own personal pleasure. Other Church officials followed their example. People from all levels of

society, including nobles, townspeople, and peasants, called on the Church to emphasize spiritual over material values.

Reformers Take a Stand During the 1300s and 1400s, a number of important reformers spoke out against Church practices. In England, a philosopher and priest named John Wycliffe called for Church reform. He questioned the pope's right to levy taxes and to appoint Church officials without the king's approval.

In the early 1500s, Dutch priest and scholar Desiderius Erasmus (DEHZ•ih•DEER•ee•uhs ih•RAZ•muhs) criticized Church officials for neglecting Christian values. But Erasmus also criticized reformers for trying to divide the Church. As a result, he was not wholly trusted by either side. The work of Erasmus and other Renaissance humanists strongly influenced Martin Luther. Luther started the movement of the 1500s known as the Reformation.



SUMMARIZE Describe the reforms demanded by critics of the Church from the 1300s through the 1500s.

Luther Confronts the Church



KEY QUESTION What were important ideas from the Reformation?

Early reformers thought the Church was basically a good institution that just needed some improvements. But later reformers saw the Church as a corruption of the original Christian faith. The ideas of one man came to represent this new reform movement. His name was **Martin Luther**.



▲ Indulgence The Catholic Church sold indulgences to believers as a way to offset their sins. This letter of indulgence was issued in 1484. Wax seals from Church officials hang off the letter.

Primary Source

Background On October 31, 1517, it is said that Martin Luther posted his theses on the church door of the Castle Church in Wittenberg, an event considered to be the start of the Reformation. Today, this document is known as the Ninety-Five Theses. At right are three of the theses

posted by Luther.

(a) from Disputation of Doctor Martin Luther on . . . Indulgences

By Martin Luther

Translated by Adolph Spaeth, L.D. Reed, Henry Eyster Jacobs, et al.

- 21. Therefore those preachers . . . are in error, who say that by the pope's indulgences a man is freed from every penalty, and saved.
- 52. The assurance of salvation by letters of pardon is vain, even though . . . the pope himself, were to stake his soul upon it.
- 68. Yet [indulgences] are in truth the very smallest graces compared with the grace of God and the piety² of the Cross.

1. vain: foolish.

2. piety: holiness

DOCUMENT-BASED QUESTION

What groups of people might Luther have angered by posting his theses?

Martin Luther Martin Luther was born in Germany in 1483. He had a good education, and his father wanted him to study law. But in 1505, Luther was caught in a thunderstorm and nearly struck by lightning. Fearing for his life, he vowed to become a monk.

Luther tried to live as the Church instructed. But he still felt that he was a sinner and that an angry God would punish him. Luther's fears led him to think about God as a God of **mercy**. He came to believe that people could be saved only if they had faith in Christ. As a result, he questioned the idea that salvation could be won through good works.

Luther's Ninety-Five Theses Luther's ideas led to conflict with the Catholic Church. The conflict began in 1517 in Wittenberg (WIHT•uhn•BURG), Germany. Luther learned of a Church official who was selling indulgences to finance St. Peter's Cathedral in Rome. Luther disapproved and wrote out all his disputes with the Church in his Ninety-Five Theses.

The theses were ideas that Luther wanted to debate in public, such as the selling of indulgences. Luther's ideas included the following:

- The Bible is the only source of religious truth.
- People do not need the clergy to interpret the Bible.
- Salvation can be gained only through faith in Jesus.

Luther's Ninety-Five Theses directly challenged the Church's authority. According to legend, Luther nailed his theses to the door of Castle Church, which was used as the town bulletin board. However, scholars believe Luther simply sent the theses to a high-ranking Church official with a letter complaining about the practice of selling indulgences.

Luther also shared his theses with friends, and soon copies of his theses and other works were widely read and discussed. As Luther's ideas became more popular, Pope Leo X, Holy Roman Emperor Charles V, and other high officials threatened to punish Luther unless he took back his statements. He did not. Instead of continuing to try to reform the Catholic Church, Luther and his followers formed their own religious group. The movement of opposition to the Catholic Church came to be known as the **Reformation**.

In 1529, German princes who remained loyal to the Church agreed to unite against Luther's ideas. Other princes signed a protest against the agreement. The protest earned them the name *Protestants*. Eventually, **Protestant** became the name for Christians who broke with the Catholic Church during and after the 1500s.



▲ Reformation **Princes** German **Protestant princes** kneel before Holy **Roman Emperor Charles** V. Charles struggled to resolve the conflict between Catholicism and Protestantism.



ANALYZE Describe some important ideas from the Reformation.

Section Assessment



ONLINE QUIZ For test practice, go to Interactive Review @ ClassZone.com

Terms & Names

1. Explain the importance of

Great Schism Martin Luther Protestant Reformation indulgence

Use Your Reading Notes

2. Summarize Use your completed chart to answer the following question:

What was the Great Schism?

Section	Summary	
The Great Schism		
Criticism of the Church		
Martin Luther confronts the Church		

Key Ideas

- **3.** How did the Great Schism weaken the Church?
- **4.** What were some of the Church practices that reformers spoke out against from the 1300s through the 1500s?
- **5.** What were some of the ideas Luther wanted to debate?

Critical Thinking

- **6. Analyze Causes** How did the growing strength of national states affect the papacy?
- **7. Draw Conclusions** How did Luther's ideas about religious truth threaten the Church?



Write a Newspaper Article The reformer Desiderius Erasmus was influential not only in religious reform but also in educational reform. Research to learn more about Erasmus, then write a brief article about his reform work.

Section 4

Reading for Understanding

Key Ideas

BEFORE, YOU LEARNED

Internal conflict weakened the Roman Catholic Church. The Reformation began as a result of Martin Luther's Ninety-Five Theses.

NOW YOU WILL LEARN

Christianity split into several branches. Protestant churches that practiced self-government set a pattern for democracy and federalism.

Vocabulary

TERMS & NAMES

John Calvin French leader of the Protestant Reformation

Jesuits (JEHZH•oo•ihts) religious order also called the Society of Jesus, founded by Ignatius of Loyola

Ignatius of Loyola Spaniard who founded the religious order of Jesuits

Inquisition Roman Catholic court that punished those who had strayed from the Catholic faith Peace of Westphalia (wehst•FAYL•yuh) treaty that recognized the religious division of western

federalism sharing of power between an organization and its members

BACKGROUND VOCABULARY

predestination Christian idea that God chooses people to be saved or condemned before birth

counter to act against; to oppose

missionary person who goes to foreign lands to do religious work

convert to change religions

mendicant religious order whose members own nothing and live by begging

covenant agreement between God and people

Reading Strategy

Re-create the Venn diagram shown at right. As you read and respond to the **KEY QUESTIONS**, use the diagram to track the differences and similarities between Protestants and Catholics.



Europe

See Skillbuilder Handbook, page R8.



Reform and Reaction

Connect to What You Know Your community probably has several types of Christian churches. They might include Baptist, Catholic, or Methodist churches. Before Martin Luther, most Christian churches were Roman Catholic or Eastern Orthodox. The Reformation led to a wider variety of Christian groups.

The Reformation Grows

WEY QUESTION What were the leading Protestant movements that developed throughout Europe?

Luther's ideas spread quickly. Priests who approved of Luther's ideas preached his message. Churchgoers, in turn, talked about the new ideas at home, in the streets, and in the universities.

Printing also helped to spread Luther's ideas. The printing process was becoming cheaper and printing shops more

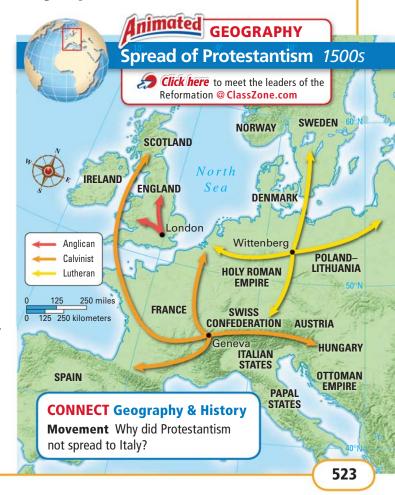
common. Also, more Europeans could read, and printers produced an increasing variety of works.

For centuries, Bibles were only printed in Latin. Now, printers began producing Bibles in local languages. As a result, people could read and interpret the Bible for themselves. This change threatened the Catholic Church's authority.

Revolts and Wars Peasants across Europe sought more rights during the 1500s. Their complaints for better wages and living conditions were not religious. But many believed that Luther's ideas of individual freedom justified their revolts. Luther condemned both the peasants for their violent revolts and the nobility for their disregard for the plight of the peasants.



▲ King Henry VIII As king of England, Henry broke with the Catholic Church when the pope refused to grant him a divorce.



In the mid-1500s, battles over religion were fought across Europe. Charles V was Holy Roman Emperor and king of Austria, Spain, and the Spanish Americas. In Germany, many Lutheran princes went to war against Charles. Germany's Lutheran and Catholic princes eventually met in 1555 and agreed to a peace treaty known as the Peace of Augsburg.

In the late 1500s in France, Protestants and Catholics fought eight religious wars. Through much of this period, Catherine de Médicis worked to resolve the conflict. Catherine came from the Medici family of Italy, but she became queen of France in 1547 as the wife of Henry II. After Henry died in 1559, three of their sons ruled France, one after the other. But Catherine acted as the real power behind each of them.

Calvinism Luther believed that the Bible was the only source of religious truth. However, people read the Bible in different ways, which led to many different interpretations of Christianity. As Luther's ideas spread, different varieties of Protestantism arose.

John Calvin was a French reformer. His interpretation of the Bible resulted in a type of Protestantism called Calvinism. Calvin argued that Christians could do nothing to earn salvation—God had chosen people for salvation even before they were born. This idea is called **predestination**. According to predestination, if individuals were condemned there was nothing they could do about it. Calvin himself admitted that such a belief was awful to think about. Even so, he attracted many followers and his ideas spread throughout Europe. The map on page 523 shows how Calvinism spread.

The Church of England The Reformation in England started when King Henry VIII wanted a divorce from Catherine of Aragon, but the pope would not permit it. As a result, Henry refused to recognize the Catholic Church. Henry founded the Church of England, or Anglican Church. This church kept most Catholic beliefs but rejected the power of the pope. England's monarch served as head of the Anglican Church.

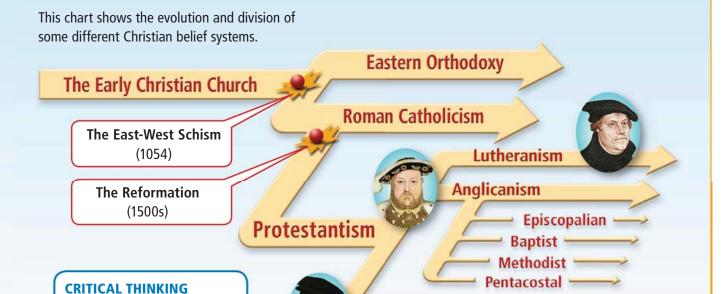
Some reformers believed the Anglican Church should reject Catholicism completely. One such reformer was William Tyndale. Anglican officials stopped Tyndale from working in England, so he went to Germany. Catholic officials eventually captured and executed him for opposing the Catholic Church. The battle in England to keep Catholic beliefs or to seek more Protestant reforms lasted many years.



FIND MAIN IDEAS Describe the leading Protestant movements that developed throughout Europe.



The Branches of Christianity



Calvinism

The Counter Reformation



Compare How is Protestantism

different from Eastern Orthodoxy

and Roman Catholicism?

KEY QUESTION How did the Catholic Church work to stop the spread of Protestantism?

The Roman Catholic Church began reforms to address some of the problems Luther and others had brought to light. The Church also took steps to stop the spread of Protestantism. These efforts became known as the **Counter** Reformation or the Catholic Reformation.

The Council of Trent The Roman Catholic Church sought to reform and define the Catholic belief system. The Council of Trent was a gathering of high-level Church officials. They met many times between 1545 and 1563 to clarify how Catholic faith differed from Protestantism. For example, Protestants found religious truth in the Bible alone. However, the Council said that truth also came from Church tradition.

The Jesuits The Council of Trent was just one force that fostered the Counter Reformation. The Church also recognized and supported new religious orders. One of the most important new religious orders was the Society of Jesus, or the **Jesuits** (JEHZH•00•ihts). The Spaniard **Ignatius of Loyola** formed the Jesuits in the early 1530s.

Presbyterian

Reformed -

Ignatius was born into a noble family and became a soldier. He was hit by a cannonball, which broke one leg and wounded the other. As he recovered, he read about Jesus and other Christian figures and decided he should dedicate his life to God. He later founded the Jesuits.

In some ways, the Jesuits were more like a military unit than a religious order. A strong central authority commanded the order. Jesuits learned obedience and discipline. They studied the teachings of Thomas Aquinas, whom you read about in Chapter 16. They also studied languages so they would have the tools to spread Catholicism across Africa, Asia, and the Americas. Such training allowed the Jesuits to become leaders in supporting the Counter Reformation.

The Inquisition In addition to calling the Council of Trent and supporting new religious orders, the Church also created the Inquisition. The **Inquisition** was a court established to find and punish people who strayed from the Catholic faith. Church officials used intimidation and sometimes torture to get people to confess their sins—including that of being Protestant. The Inquisition was used throughout Europe, but the most famous was the Spanish Inquisition.

The papacy also had Church officials create a list of books considered a threat to the Catholic faith. The pope told bishops throughout Europe to collect the forbidden books and burn them. The list included Bibles translated into German, English, or other local languages. The Catholic Church only authorized its Latin translation of the Bible, which only clergy were allowed to read. By the end of the 1500s, the Counter Reformation had revived the power of the Roman Catholic Church.



SUMMARIZE Explain how the Catholic Church worked to stop the spread of Protestantism.

Causes and Effects of the Reformation					
	Religious	Technological	Economic	Political	
Cause	Only clergy were allowed to interpret the Bible.	The printing press helped to spread ideas critical of the Catholic Church.	People disliked having to pay taxes to the Church in Rome.	Some European leaders saw the pope as interfering in their political affairs through local churches.	
Effect	Reformers translated the Bible so that people could interpret it for themselves.	More people became aware of Protestant belief systems.	People were more willing to support Reformation ideas that ended these taxes.	By becoming Protestant, European leaders limited the pope's local political influence.	

Missionaries Spread Christianity



KEY QUESTION Why were there more Catholic missionaries than Protestant missionaries?

Many Christian groups send members to foreign countries to do religious work. Such efforts are called missions. A person who goes on missions is called a missionary. Sometimes religious groups organize missions to persuade people who do not share their faith to **convert**, or to adopt their religion.

Catholic Missionaries In the 1500s, the Roman Catholic Church put particular emphasis on using missionaries to spread its faith around the world. These missions would have great success in the Americas. But Catholic missions would not do as well in Asia. Franciscans, Dominicans, and Jesuits were among the Catholic orders that performed missionary work.

Francis of Assisi, an Italian, founded the Franciscan religious order in the early 1200s. The Franciscans began as a **mendicant** order. That is, they owned nothing and lived by begging. As time went on and the order grew, Franciscans became less strict about owning nothing. The relaxed rules allowed them to begin to organize missions.

The Dominicans were also mendicants. A Spanish priest, Dominic of Osma, founded the order in the 1200s. His original focus was education. But like the Franciscans, the order also performed missionary work. Dominicans were among the first to join the Spanish and Portuguese voyages to the Americas.

The Jesuit order began sending missionaries around the world shortly after its founding. By 1556, about 1,000 Jesuits were working in Europe, Asia, Africa, and the Americas. By 1626, their number had climbed to more than 15,000.

Protestant Missionaries Until the 1800s, Protestantism spread only by European Protestants settling outside of Europe. Once there, they did little to convert local people. But there were exceptions. For example, early in the 1600s, the Dutch East India Company sent missionaries into Southeast Asia. In North America, Puritans John Eliot and Roger Williams worked to convert Native Americans to Christianity. England's Society of Friends, or Quakers, also sought converts overseas, primarily in North America.



DRAW CONCLUSIONS Explain why there were more Catholic missionaries than Protestant missionaries.



▲ Dominic of Osma This painting shows Dominic of Osma as a saint. He is holding a tall cross, a symbol that became associated with him.

Christianity Around the World

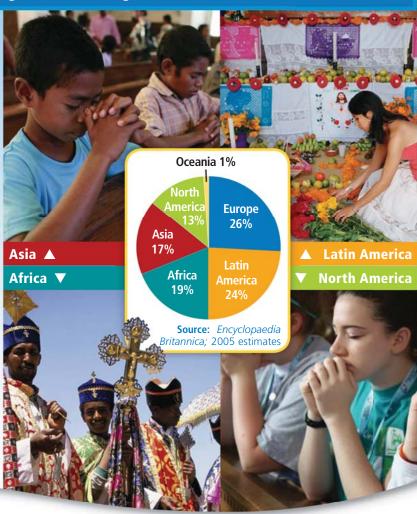
Missionaries from Europe spread Christianity around the world. Today, Christianity has more members than any other religion.

This pie graph shows how Christians are distributed to every continent. It shows what percentage of all Christians live in each region. Europe still has the largest number of world's Christians.

Note that the graph does not show what percentage of people on each continent are Christians. For example, Latin America has 24 percent of the world's Christians. But 93 percent of the people in Latin America are Christian.

CRITICAL THINKING

Evaluate Does distance from Europe seem to be related to how many Christians live in a region? Why or why not?



Legacy of the Reformation



KEY QUESTION How did Protestantism influence democratic practices?

The main legacy of the Reformation is the division of western Christianity into Catholicism and Protestantism. For hundreds of years, all Christians in western Europe had belonged to the Catholic Church. By 1700, that was no longer true. (See the chart on page 525.) Europe was divided along religious lines and would never be under one church again.

More Religious Wars Religious wars continued between Catholics and Protestants after the Peace of Augsburg. In 1648, the Peace of Westphalia (wehst•FAYL•yuh) helped to end the wars. It acknowledged the division of western Europe into Catholic and Protestant nations.

The skill of France's kings and government officials helped France to replace Spain as the leading Catholic power in Europe. Protestant countries such as England, Holland, and, later, Prussia were gaining power. They would again come into conflict with Catholic Spain and France. Europe's religious changes would eventually lead to political changes in the Americas.

Protestantism and Democracy Some historians believe that the Protestant practice of church self-government helped to develop democratic governments. For example, John Calvin allowed his followers to share in the governing of the church. They participated through a body of leaders and ministers called a presbytery (PREZ•bih•TEHR•ee).

This practice had a strong influence on Puritans and Presbyterians, both of whom settled in English colonies. Puritans believed that God had entered into a **covenant**, or agreement, with people, through which they could be saved. This belief led to the idea that Christians could agree to join together and voluntarily form a church. This democratic view of church membership had political results. These same people realized they could join together and voluntarily form a government.

Scholars have also argued that the covenant influenced the development of federalism. **Federalism** is the sharing of power between an organization and its component parts. In the United States, for example, the national government shares power with the states. The covenants of Calvinist churches allowed the members of a church to share power with the clergy. The practice of sharing power may have influenced plans for organizing governments, such as that of the United States.



ANALYZE CAUSES Explain how Protestantism influenced democratic practices.



Section Assessment



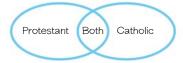
Terms & Names

1. Explain the importance of

John Calvin Ignatius of Loyola Inquisition
Jesuits Peace of Westphalia federalism

Use Your Reading Notes

2. Compare and Contrast Use your completed Venn diagram to answer the following question: What are two things Catholic and Protestant missionary efforts had in common?



Key Ideas

- **3.** What role did religious missionaries play in the Reformation?
- **4.** What impact did the Reformation have on religion in the Americas?
- **5.** How did the Protestants influence the development of democratic practices?

Critical Thinking

- 6. Make Inferences Why might Catholic missionaries have had more success finding converts than Protestant missionaries did?
- **7. CONNECT to Today** Consider the pie graph on page 528. How might the graph look if there had been no Christian missionaries? Explain.



Write a Research Paper Research European missionary activity in the Americas. Use your research to write a two-page essay about interaction between European missionaries and Native Americans.

Chapter 17 Assessment





Material States for quizzes, flipcards, crosswords, review notes, and activities @ ClassZone.com

Renaissance and Reformation

Economics & Government

- The growth of cities helped the Renaissance to spread.
- The Reformation changed the balance of power in Europe.

Culture

- Many advances in the arts took place during the Renaissance.
- Protestantism gave common people more control over religion in their daily lives.

Belief Systems

- Humanism stressed the importance and power of individuals.
- Martin Luther began the Reformation.

Science & Technology

- Renaissance scholars made advances in math and science.
- A key technological advancement was the invention of the printing press.



VOCABULARY

Explain why the words or names in each set below are linked with each other.

- 1. Leonardo da Vinci and Mona Lisa
- 2. William Shakespeare and Globe Theater
- 3. indulgence and Martin Luther
- 4. Protestant and Reformation

KEY IDEAS

The Italian Renaissance (pages 498–507)

- 5. How was humanism a change from medieval times?
- **6.** Why did the Renaissance begin in Italy?

The Renaissance Spreads (pages 508–515)

- 7. What did northern European monarchs have to do with the arts?
- 8. How did the printing press contribute to the Renaissance?

The Reformation Begins (pages 516–521)

- **9.** What problems did the Roman Catholic Church face in the 1300s and 1400s?
- 10. How did Martin Luther's Ninety-Five Theses lead to the Reformation?

Reform and Reaction (pages 522–529)

- 11. Name and describe the three main branches of Christianity.
- **12.** How did missionaries shape the colonization of the Americas?

CRITICAL THINKING

- **13. Evaluate** How might the ideas of humanism have helped lead to advances in the study of human anatomy?
- 14. Support Opinions Why would calling Leonardo da Vinci an artist be an incomplete description? Give examples.
- **15. Make Inferences** How did having Bibles printed in local languages contribute to the Reformation?



- 1. Writing Activity Write a paragraph explaining any similarities and differences you see between the invention of the printing press and the Internet.
- 2. Interdisciplinary Activity— **Architecture** Research the type of architecture churches use today and compare that to architectural styles of the past. Write a page about what you discover.



ONLINE ACTIVITY

Click here to compare the Reformation and Counter Reformation @ ClassZone.com



Answer the ESSENTIAL QUESTION

What political and economic changes led to the Renaissance?

Written Response Write a two- or three-paragraph response to the Essential Question. Consider the key ideas of each section and specific political and economic changes during the Renaissance. Use the rubric to guide your thinking.

RESPONSE RUBRIC

A strong response will

- discuss the changes in Europe's political structures
- identify how trade influenced cultural advances

Standards-Based Assessment



- Online Test Practice @ ClassZone.com
- Test-Taking Strategies and Practice at the front of this book

Read Primary Sources The primary source below is part of a letter from Martin Luther to Pope Leo X written after Luther's Ninety-Five Theses had spread. Use the primary source to answer the questions.

Primary Source

It is a miracle to me by what fate it has come about that this single Disputation [the Ninety-Five Theses of mine should . . . have gone out into very nearly the whole land. It was made public at our University and for our University only, and . . . I cannot believe it has become known to all men. For it is a set of theses, not doctrines or dogmas [religious laws], and they are put, according to custom, in an obscure and enigmatic [confusing] way. . . . If I had been able to foresee what was coming, I should have taken care . . . that they would be easier to understand.

From Works of Martin Luther. Edited and translated by Adolph Spaeth, L.D. Reed, Henry Eyster Jacobs, et al., pages 44-48.

- 1. What word best describes Luther's reaction to the spread of his ideas?
 - A. satisfaction
- C. surprise
- B. fear
- **D.** disappointment
- 2. What was Luther trying to explain to the pope in this passage?
 - A. that he wanted to challenge the pope's authority
 - **B.** that he did not write his theses for the general public
 - C. that the doctrines of the Catholic Church were wrong
 - **D.** that he was not responsible for the Ninety-Five Theses

Chapter

18

Scientific Revolution and the Age of Exploration



Essential Question

How did new ideas lead to exploration and cultural and economic changes?

NORTH **AMERICA**

PACIFIC OCEAN

Use the map and the time line to answer the following questions.

- 1. Which countries sent explorations to North America between 1497 and 1611?
- 2. What African empire began shortly before the first voyage of Columbus?







EUROPE

Portuguese gain control of trade along West African coast.

Columbus makes his first vovage to the Americas.

1500

1543

Copernicus publishes heliocentric theory. (Polish astronomer Nicolaus Copernicus)



WORLD

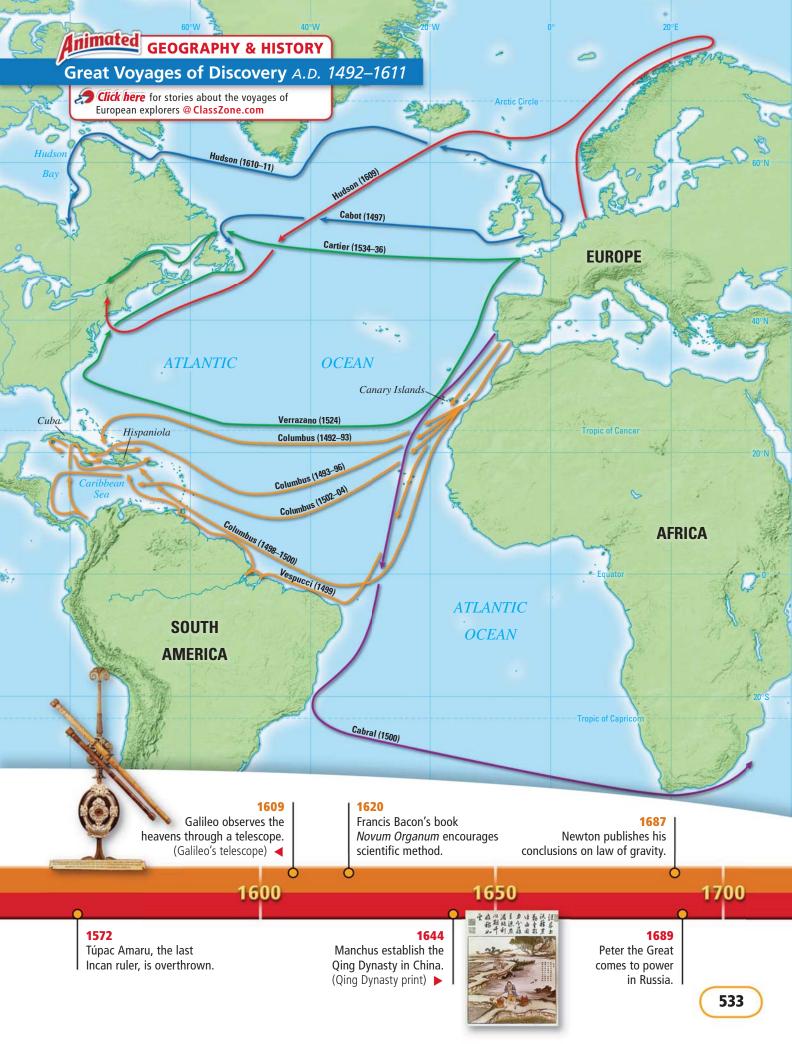
1464

Sunni Ali begins Songhai empire in West Africa.

1520

Suleyman the Magnificent becomes sultan of the Ottoman Empire. (portrait of Suleyman)





Section •

Reading for Understanding

Key Ideas

BEFORE, YOU LEARNED

The Reformation influenced the balance of power in Europe.

NOW YOU WILL LEARN

New ideas and discoveries led to advances in science in the 1600s and 1700s.

Vocabulary

TERMS & NAMES

rationalism use of reason to understand the world

geocentric theory belief that the earth is the center of the universe

anatomy structure of living things

the questioning of old theories

Scientific Revolution major change in European thinking in the mid-1500s that led to

heliocentric theory belief that the sun is the center of the universe

universal gravitation force of attraction that acts on all objects in the universe

scientific method way to understand the world that involves observation and experimentation

BACKGROUND VOCABULARY

orbits paths of heavenly bodies as they circle around other bodies

harmony idea of things combining well with each other to form the universe or a whole

dissection cutting open of plants and animals to examine their parts

corpses dead human bodies

denounced accused formally; condemned

REVIEW

al-Andalus Muslim Spain

humanism way of thought that focuses on human beings and their potential for achievement

Reading Strategy

Re-create the web diagram shown at right. As you read and respond to the **KEY QUESTIONS**, use the diagram to categorize information about the Scientific Revolution.



See Skillbuilder Handbook, page R6.



The Scientific Revolution

Connect to What You Know Have you ever read a book or seen a movie that changed the way you look at things? In this chapter, you will learn how new ideas and discoveries helped to change the way people in Europe viewed the world.

The History of Scientific Thought

KEY QUESTION How did the Renaissance affect science?

Between 600 B.C. and A.D. 200, Greek scientists developed many ideas on how the world worked. They believed in a theory called **rationalism**, in which people use reason, or logical thought, to understand the world.

A Geocentric Universe The Greek philosopher Aristotle, who lived from 384 to 322 B.C., is considered one of the greatest thinkers of all time. He studied the stars and planets in a rational way. His studies led him to adapt and extend the **geocentric** theory. This theory, which was common in the ancient world, placed the earth at the center of the universe. In Aristotle's theory, the moon, the sun, and the planets all moved in perfectly circular **orbits** around the earth.

Some 500 years later, the work of an astronomer named Ptolemy (TAHL•uh•mee) agreed with and expanded on Aristotle's view. Ptolemy claimed that the moon and the planets moved in small orbits of their own. While moving in their own orbits, they also revolved in a bigger orbit around the earth. Aristotle's and Ptolemy's views of the universe proved to be wrong. Even so, scientists accepted them for the next 1,400 years. Before 1500, few European scholars challenged the scientific ideas and views of ancient thinkers by carefully observing nature for themselves.

Starting with a Story

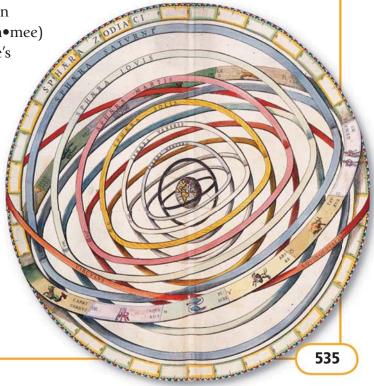
Imagine that you are assisting Galileo in an experiment. A curious crowd looks on. The result shocks them!

to listen to the story



Geocentric Theory

This engraving from the 1600s illustrates geocentric theory. ▼



Greek Mathematics and Medicine In the 500s B.C., a Greek scholar named Pythagoras (pih•THAG•uhr•uhs) tried to explain the universe in mathematical terms. In his view, all things combine in an agreeable way to form the universe. This idea of things combining well with each other to form a whole is known as **harmony**. Pythagoras' work greatly influenced classical Greek and European philosophy.

About 200 years later, Euclid (YOO•klihd) built on Pythagoras' theories. He studied shapes such as circles and triangles. His work formed the basis of the area of study known as geometry. Today's geometry courses are still based on Euclid's studies.

The Greeks also laid the foundations of modern medicine. Hippocrates, who lived in the 400s B.C., believed that doctors would be able to diagnose diseases by observing many cases. This practice strongly influenced later medical practices. Galen, who lived in the A.D. 100s, focused on anatomy, the structure of living things. He gained much of his knowledge through dissection, cutting open plants and animals to look at their parts.

Science in the Middle Ages For centuries after Galen's death, little scientific study took place in Europe. As you learned in Chapter 11, however, Muslim scholars became interested in classical scientific knowledge. Between the mid-700s and mid-1200s, Muslim scholars borrowed and advanced the learning of classical Greece and other ancient societies. Over time, their studies and knowledge spread to western Europe.

Muslim, Jewish, and Christian scholars in **al-Andalus** helped this movement of information. Many of them translated Greek and Arabic scientific works into Latin. Christian scholars flocked to Spain to study these works and carried them back to Europe.

During this period, Jewish scholars played a key role. One of these was the scholar Gersonides (guhr•SAHN•uh•DEEZ), who lived in the 1300s. He made an instrument to measure the distances between objects in the sky. Using it, he accurately estimated that the stars were a huge distance from the earth. Before this, most scholars agreed with Ptolemy that the stars were relatively nearby—just beyond the moon.

As scientific knowledge spread through Europe, conflict soon arose between Christianity and science. Christianity stressed viewing the world through faith, while scientists emphasized reason. As you learned in Chapter 16, the Christian scholar Thomas Aquinas tried to show that the two views could exist in harmony. In time, new scientific discoveries would threaten this harmony between religion and science.

▲ The Elements
Euclid's Elements is
considered to be the
second-most translated
and published book in
Western thought. The
Bible is the first.

The Renaissance Leads to New Ideas After the Byzantine Empire collapsed in the mid-1400s, many Byzantine scholars fled to Italy. They brought with them knowledge of classical Greek and Roman literature. This literature formed the basis of **humanism**, which is a way of thought that focuses on human beings and their potential for achievement. At about the same time, the invention of the printing press helped to spread humanist ideas across Europe. European scholars also began to question classical learning. Before long, a new spirit of investigation emerged in Europe.

The revolution in art during the Renaissance also affected scientists. Artists wanted to show their subjects in a realistic way. To do this, they closely observed humans and animals. Some even dissected human **corpses**. This careful study led to a more accurate scientific knowledge of human anatomy.

During the Renaissance, Europeans looked for new routes to Asia. (You'll learn about these voyages of exploration in Section 2.) These voyages increased knowledge of the earth's shape, size, and weather. Some of this new knowledge challenged classical ideas.



ANALYZE EFFECTS Explain the effects of the Renaissance on science.

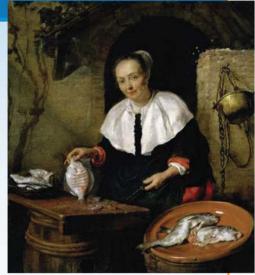
CONNECT \(\) to Art

Roots of Realism

The move toward realism in art that advanced scientific knowledge also was evident on a broader scale. These two paintings reveal the difference between medieval and Renaissance art. The medieval painting, *Madonna Enthroned* by Duccio di Buoninsegna, shows the Madonna and Christ child. It is formal, solemn, religious, and portrays idealized figures. The Renaissance painting, *Fishwife* by Gabriel Metsu, shows a woman preparing fish for sale. It is realistic and focused on ordinary people.

This change in artistic styles reflects the transition from a medieval focus on religion to a renewed focus in the Renaissance on human beings and the things of this world.





- ▲ Fishwife by Gabriel Metsu
- Madonna Enthroned by Duccio di Buoninsegna

CRITICAL THINKING

Make Inferences How do these two paintings reflect a changed view of humanity?

Advances in Science



KEY QUESTION What new ideas and inventions did scientists develop between the 1500s and 1700s?

Influenced by humanism, scholars in the 1500s began to question classical scientific ideas and Christian beliefs. The questioning of old theories became known as the **Scientific Revolution**. This change in thinking led to an explosion of new ideas.

New Scientific Inventions In the 1600s and 1700s, scientific investigation was made easier by the invention of new instruments. Among these were the microscope, thermometer, and barometer.

In the 1670s, a Dutch amateur scientist named Anton van Leeuwenhoek (LAY•vuhn•ник) built a microscope. This brass tube contained curved glass lenses that magnified objects between 50 and 300 times. Using the microscope, van Leeuwenhoek observed bacteria, or tiny moving matter, in fluids. He also observed the flow of blood through tiny blood vessels called capillaries.

In the early 1600s, the Italian scientist Galileo Galilei (1564–1642) invented the thermometer, an instrument that measures temperature. Galileo's thermometer was an open glass tube with a bulb containing water at the bottom. The water rose in the tube as it warmed and sank as it cooled. Some 100 years later, in 1714, German scientist Gabriel Daniel Fahrenheit (FAR•uhn•HYT) made the first mercury thermometer. He also proposed the first formal temperature measurement system. Fahrenheit's measurement scale showed water freezing at a temperature of 32° and boiling at 212°.

Galileo's Telescope In this painting, Galileo

shows the ruler of Venice how to use a telescope.



In 1643, a friend and supporter of Galileo, Evangelista Torricelli (TAWR•uh•CHEHL•ee), invented the barometer. This instrument measures the pressure of the earth's atmosphere. Later, scientists used the barometer to predict the weather.

A Heliocentric Universe In the early 1500s, the Polish astronomer Nicolaus Copernicus (koh•PUR•nuh•kuhs) challenged Ptolemy's geocentric theory of the universe. Copernicus reasoned that the stars, the earth, and other planets revolved, or moved, around the sun, which did not move. Copernicus' view of the universe is known as the heliocentric theory. It is the belief that the sun is the center of the universe.

Almost 100 years later, German astronomer Johannes Kepler built on Copernicus' theories and made them more accurate. Kepler used mathematical laws to prove that the planets did indeed move around the sun. One law showed that the planets revolved in elliptical orbits, and not circular orbits as Copernicus believed. Elliptical orbits are oval in shape.

Galileo Challenges Accepted Beliefs Galileo made many scientific advances that challenged classical ideas. After learning that a Dutch lens maker had built an instrument that could enlarge far-off objects, Galileo built his own telescope. The observations he made with the telescope clearly supported Copernicus' ideas. His conclusions, however, brought him into conflict with the Church. Copernicus' view contradicted official Church beliefs that said the universe was geocentric, not heliocentric. As a result, Church leaders denounced Galileo. They forced him to publicly deny his findings. But Galileo knew he was right, and so did other scientists.

Sir Isaac Newton

Newton was also interested in optics, the branch of science that deals with light and vision. He was the first to discover that white light is made up of the colors of the rainbow.

Newton's Universal Law In the late 1600s, the English scientist Sir Isaac Newton combined the ideas of Copernicus, Kepler, and Galileo into one single theory. It stated that all physical objects were affected by the same force—gravity. This natural force tends to draw objects toward each other. Gravity is the force that keeps planets revolving around the sun. It also keeps people from flying off Earth's surface and into space. Since gravity acts on all objects throughout the universe, Newton called his theory the law of universal gravitation.



Discoveries in Medicine Some scientists sought to understand the universe. Others wanted to know how the human body worked. In 1628, English physician William Harvey published an accurate description of how blood circulates through the body. He based his findings on human dissections he had performed. His observations showed that the heart, not the liver as Galen had believed, pumped blood through living creatures.



SUMMARIZE Identify the new inventions and ideas that scientists developed between the 1500s and 1700s.

The Scientific Method



KEY QUESTION How did scientific rationalism influence politics?

In the 1600s, two philosophers, René Descartes (day•KAHRT) and Francis Bacon, had a huge impact on how scientists studied the world.

Descartes and Bacon Frenchman René Descartes believed that every idea should be doubted until it had been proved through reason. Descartes based his approach on a simple statement: "I think, therefore I am." He argued that God created two realities. The first was physical reality. The other was the human mind. Descartes claimed people could use their minds to understand the physical world.

Englishman Sir Francis Bacon also believed in using rational thought. However, Bacon felt that scientists should use experiments and observation rather than pure reasoning to understand the world.

History Makers

Sir Francis Bacon (1561–1626)

For Francis Bacon, science was a hobby. He was a politician. Bacon wanted to incorporate rational thinking into politics and science. His writings helped the English legal system set a world standard for fairness. Bacon was among the first to show that rationalism worked in government as well as in science.

Bacon was determined to pursue his passion for scientific experiments even if it killed him. In the end, it did. Bacon became sick and died after testing a theory that snow can be used to stop flesh from decaying. He stuffed a chicken with snow but caught a cold in the process. The cold became bronchitis, and he died weeks later.

CRITICAL THINKING

Draw Conclusions How did Bacon's belief in rationalism benefit the people of England?



Bacon's rational approach laid the foundation for what is today known as the **scientific method**. The scientific method has specific steps—including observing, testing, analyzing, and evaluating—which are shown in the chart at right.

Scientific Rationalism The

ideas of Descartes and Bacon became known as scientific rationalism. By the 1700s, the influence of scientific rationalism had begun to reduce the

The Scientific Method **Observing** Scientists make observations and examine prior research. **Evaluating results** Forming hypotheses Scientists evaluate the data Scientists ask questions and conclusions presented and try to explain by other scientists. observations. Analyzing data Scientists Testing hypotheses analyze their data to draw Scientists collect data that conclusions about their they use to support or reject research. a hypothesis.

power of the Church. Why did this happen? Scientific rationalism encouraged people to think for themselves instead of relying on Church authority.

Some political thinkers applied scientific rationalism to government. For example, political thinker John Locke believed people have the natural ability to be in charge of their own affairs. He viewed this ability as a natural law or right. Such beliefs planted seeds of democracy that soon grew in nations such as the United States.



DRAW CONCLUSIONS Explain how scientific rationalism influenced politics.

1 Section Assessment

ONLINE QUIZ For test practice, go to Interactive Review @ ClassZone.com

Terms & Names

1. Explain the importance of

rationalism heliocentric theory geocentric theory universal gravitation anatomy scientific method

Use Your Reading Notes

2. Categorize Use your completed diagram to answer the following question:

What idea or event do you think had the strongest impact on the Scientific Revolution? Explain.



Key Ideas

- **3.** How did Aristotle and Ptolemy influence modern scientific thought?
- **4.** What was the importance of the new scientific instruments discussed in this section?
- **5.** How do the geocentric and heliocentric theories of the universe differ?

Critical Thinking

- **6. Analyze Causes and Effects** Why do you think humanistic ideals encouraged European scholars to question classical learning?
- **7. Make Inferences** Why do you think Church authorities forced Galileo to deny his ideas about the universe?



Draw a Diagram Draw a diagram that depicts Ptolemy's view of the universe and another diagram that shows today's view of our solar system. Then write captions that describe how the diagrams are similar and different.

Section

Reading for Understanding

Key Ideas

BEFORE, YOU LEARNED

New discoveries and ideas revolutionized Europeans' approach to science.

NOW YOU WILL LEARN

Voyages of exploration affected Europeans' view of the world.

Vocabulary

TERMS & NAMES

sponsor someone who gives money for an undertaking, such as a voyage

caravel (KAR•uh•vehl) ship designed for long voyages

astrolabe instrument used to measure the angle of a star above the horizon

Christopher Columbus Italian explorer sailing for Spain who reached America in 1492

Treaty of Tordesillas (TAWR•day•SEEL•yahs)
1494 treaty between Spain and Portugal that
gave Portugal control over land that is now Brazil
circumnavigate (SUR•kuhm•NAV•ih•GAYT) to
sail completely around

BACKGROUND VOCABULARY

skeptical doubtful; questioning
feat accomplishment that shows skill, strength,
or bravery



Visual Vocabulary Christopher Columbus

Reading Strategy

Re-create the chart shown at right. As you read and respond to the **KEY QUESTIONS**, write a sentence or two that summarize the information in each subsection. Each summary statement is started for you.



See Skillbuilder Handbook, page R4.

SUMMARIZE

The Age of Exploration

The Portuguese used advances in technology to help . . .

By sailing west across the Atlantic, Columbus . . .

After Columbus' first voyage, several European nations . . .



GRAPHIC ORGANIZERS

Go to Interactive Review @ ClassZone.com

The Age of Exploration

Connect to What You Know Inventions and a spirit of investigation helped bring about many scientific discoveries. In this section, you will learn how scientific developments and the desire for wealth led to an age of exploration.

Portugal Leads the Way

XEY QUESTION What technology aided Portuguese exploration?

Since the Middle Ages, Europeans had craved luxury goods, such as silks and spices, from Asia. During this time, Italian and Muslim merchants controlled overland trade between Europe and Asia. Merchants from such countries as Portugal, Spain, England, and France wanted a share of this trade. To get this, these merchants needed to find a sea route to Asia.

Henry the Navigator Portuguese merchants were the first Europeans to establish sea trade with Asia. They were able to do this, in part, because they had government backing. Prince Henry, the son of Portugal's king, was a strong supporter of exploration. He set up a school on Portugal's southwest coast for mapmakers, navigators, and shipbuilders. He also sponsored voyages of exploration. A **sponsor** is a person who gives money for an undertaking, such as a voyage. Even though he rarely boarded a ship, Henry became known as "the Navigator."

▲ **Astrolabe** By using an astrolabe to measure the height of the North Star in the sky, medieval navigators could figure out their latitude while at sea.

Prince Henry's
School The fortress
at Sagres (SAH•greesh),
at the southwestern tip
of Portugal, probably
was the location
of Prince Henry's
navigation school. ▼



Technology and Exploration

Technological advances made at Henry's school aided Portuguese exploration. Shipbuilders there perfected the **caravel** (KAR•uh•VEHL), a ship designed for long voyages. Caravels had the square sails used on European ships and the triangular lateen sails used on Arabian ships. Square sails provided caravels with power, and lateen sails permitted quick turns.

Portuguese sailors also borrowed instruments from other cultures. They tracked their direction

Portugese Explorations Around Africa A.D. 1418-1498 Voyages sponsored by Henry the Navigator (1418–1460) **PORTUGAL** Lisbon Sagres Canar da Gama (1497-1498) INDIA Cape Verde Islands Goa AFRIC Calicut **INDIAN** Mombasa **OCEAN** ATLANTIC Mozambique **OCEAN** 1000 miles Cape of Good Hope 500 1000 kilometers **CONNECT Geography & History Location** Why was it to Portugal's advantage to seek sea routes to the east?

with a compass, a Chinese invention. The Portuguese also used the astrolabe, which was invented by the ancient Greeks and improved by the Arabs. An **astrolabe** measures the angle of the stars above the horizon. This information helped sailors find their ship's latitude, or the distance north or south of the equator.

Reaching India By the time that Henry the Navigator died in 1460, the Portuguese had set up trading posts along Africa's west coast. There they developed a profitable trade for gold, ivory, and slaves. Soon, however, they set their sights beyond Africa.

In 1488, the Portuguese explorer Bartolomeu Dias rounded Africa's southern tip. He then sailed up part of Africa's east coast before returning home. Vasco da Gama extended Dias's route, sailing east all the way to India in 1498. A few years later, the Portuguese set up a trading post in India. Then they continued moving eastward. In time, they set up several trade centers in the Spice Islands—present-day Indonesia.

Overland trade from Asia to Europe tended to be expensive, because cargo had to be loaded and unloaded many times. Sea trade, however, was much cheaper. The cargo did not have to be handled so frequently. As a result, the Portuguese could charge less for spices. For a time, Portugal dominated European trade with Asia.

SUMMARIZE Identify the technology that aided Portuguese exploration.

Columbus Reaches America



KEY QUESTION What mistakes did Columbus make in his voyages?

While the Portuguese headed east to secure trade routes, an Italian navigator named **Christopher Columbus** looked west. He hoped to find a westward route to the riches of Asia.

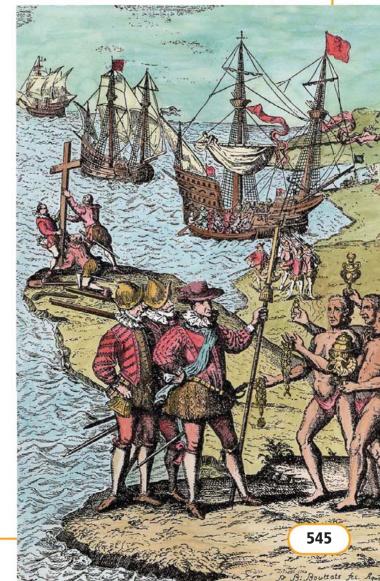
Columbus' First Voyage By studying existing maps and reports, Columbus knew that the earth was round. Based on this knowledge, Columbus thought that he could reach Asia sooner if he sailed west instead of east around Africa. However, Columbus miscalculated the distance around Earth. He estimated this distance at only three-quarters as far as it actually was.

To many people, Columbus' idea of sailing west to get to the east seemed a little strange. The Portuguese rejected it, preferring to continue their search for an eastern route to Asia. Even Spain, which was eager to compete for trade, was **skeptical**. After six years, however, Columbus convinced the Spanish monarchs Ferdinand and Isabella to sponsor his plan.

In early August 1492, Columbus left Spain with three caravels and about 90 men. After almost ten weeks at sea, Columbus' crew grew restless. They had not seen land for over a month and wanted to return home. Columbus persuaded them to continue. Then, on October 12, a sailor called out "Tierra, tierra" (Land, land).

Columbus' Mistake Columbus thought this land was India. He even called the people who greeted him and his men *Indios* (Indians). Once again, he was mistaken. He actually had landed on an island in the Caribbean Sea. Columbus explored other islands but did not come across any trade goods. Even so, he was excited at finding what he thought was a route to Asia. He set up a settlement on the island of Hispaniola and then sailed back to Spain. In 1504, the Italian explorer Amerigo Vespucci was the first to prove that this new land was not Asia, but a new continent.

Columbus Lands at Hispaniola This engraving from the 1500s shows Columbus landing on the island of Hispaniola during his first voyage. ▼



Primary Source

Background Diego Alvarez Chanca, from Seville in Spain, served as surgeon on Columbus' second voyage to the West Indies. He wrote of his experiences in a letter to the town council of Seville. In this excerpt, he describes the animals he saw on the island of Hispaniola.

The site of Isabella, Columbus' first settlement on Hispaniola



◄)) from Letter of Dr. Chanca on the Second Voyage of Columbus By Diego Alvarez Chanca

No four-footed animal has ever been seen in this or any of the other islands, except some dogs of various colors, as in our own country, . . . and also some little animals, in color and fur like a rabbit, . . . with long tails, and feet like those of a rat; these animals climb up the trees. . . .

There are great numbers of small snakes, and some lizards, but not many . . . [O]ur men saw an enormous kind of lizard, which they said was as large round as a calf, with a tail as long as a lance, which [islanders] often went out to kill: but bulky as it was, it got into the sea, so that they could not catch it.

DOCUMENT-BASED QUESTION

Why do you think Dr. Chanca wanted to describe the wildlife of the West Indies to people back in Spain?

The Treaty of Tordesillas Ferdinand and Isabella wanted to make sure that Portugal, their trading rivals, did not benefit from Columbus' expedition. The Portuguese feared that if Columbus had found a route to Asia, Spain might claim lands that Portugal had already claimed. In 1494, Spain and Portugal signed the Treaty of Tordesillas (TAWR•day•SEEL•yahs). This drew an imaginary line from north to south around the world. Spain could claim all lands west of the line. Portugal could claim all lands to the east. This gave Portugal control of one area in the Americas—present-day Brazil.

Additional Voyages Ferdinand and Isabella were pleased with the results of Columbus' first voyage. They sent him on three more journeys west to find mainland India. Although Columbus landed on many islands, he found no proof that he was in Asia. Eventually, Ferdinand and Isabella lost patience with him. Columbus died in 1506, a bitter and lonely man. Right up to his death, he continued to insist that he had reached India. However, people soon realized that Columbus had found a vast land previously unknown to them.



FIND MAIN IDEAS Explain the mistakes Columbus made in his voyages.

Exploration After Columbus

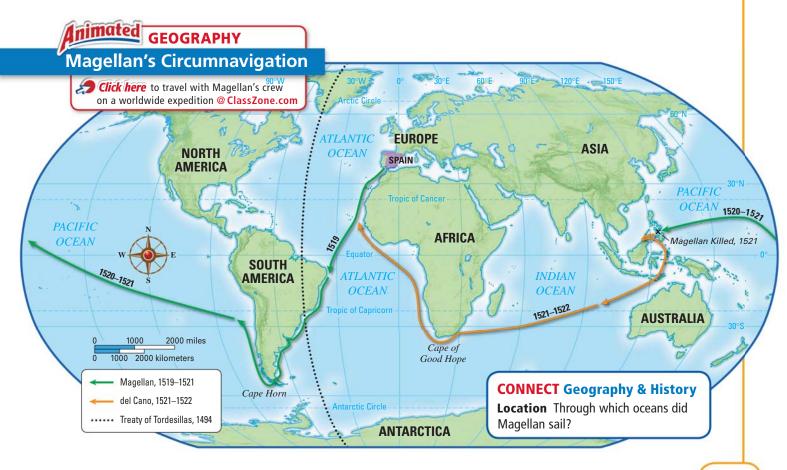


KEY QUESTION How did exploration in the Americas change the European worldview?

After Columbus' journeys, several countries sponsored voyages of exploration to the Americas. Many explorers were, like Columbus, searching for a fast route to Asia. Others simply sought wealth.

Circling the Globe In 1519, the Spanish sponsored a voyage captained by a Portuguese sailor named Ferdinand Magellan. He set out from Spain with five ships and about 240 men. His goal was to **circumnavigate** (SUR•kuhm•NAV•ih•GAYT), or go around, the world. Up to this time, no one had accomplished this **feat**.

Magellan sailed around the southern tip of South America and into the vast waters of the Pacific Ocean. The ships sailed on for several months without sighting land, eventually arriving in the Philippine Islands. There, Magellan was killed in a local war. His crew, under the leadership of Juan Sebastián del Cano, continued on to the Spice Islands and then home. After a nearly three-year voyage, only one ship and 18 of the original crew members made it back to Spain. Still, the expedition had successfully traveled around the world. In addition, it was an economic success—the ship's hold was full of Asian spices.



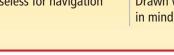
COMPARING Mapmaking Methods

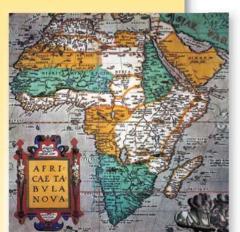
Mapmaking in the Middle Ages reflected ancient knowledge and beliefs. The map at left, made in A.D. 1452, has Jerusalem at its center. It shows only three continents (not one is recognizable), and east is at the top of the map. The map of Africa, at right, is from 1595. It is a fairly accurate representation of that continent.



▲ Ma	рра	Mund	li, 1452
			-,

Mapmaking Middle Ages Informed by classical sources Reflects values of Church Shows east at top of map Useless for navigation Map of Exploration Informed by exploration Reflects advancements in cartography Shows north at top of map Useless for navigation Drawn with navigation





▲ Africa, 1595

CRITICAL THINKING

Find Main Ideas What are the most important ways that the two maps differ?

Spanish Conquerors In the early 1500s, many Spanish explorers came to the Americas in search of gold. As you have learned, Hernán Cortés conquered the rich Aztec empire. Within 20 years, Spain had gained control of all of present-day Mexico and Central America. The Spanish enslaved most of the people who lived in these regions.

Soon after, another Spaniard, Francisco Pizarro, led an attack on the Inca in South America. The Spanish killed the emperor; soon, the Incan empire collapsed. By 1535, the Spanish controlled most Incan lands. Many Inca became slave laborers in Spanish mines and on farms.

Further Explorations The desire for gold also drew Spanish explorers north. In 1513, Juan Ponce de León landed on the coast of present-day Florida and claimed it for Spain. From 1539 to 1542, Hernando de Soto explored territory in the present-day southern United States. In 1540, Francisco Coronado began to search what is now the western United States. None found gold.

The English and French made several attempts to find a shortcut to Asia. They sponsored expeditions to find the Northwest Passage, a legendary water route through northern North America to Asia. In the late 1490s, Italian sailor John Cabot headed two voyages for the English. He claimed coastal lands in present-day eastern Canada and the United States for England. However, he did not find the passage.

In 1524, Giovanni da Verrazano (VEHR•uh•ZAH•noh), another Italian sailor, searched for the Northwest Passage on behalf of France. Although he failed to discover a route to Asia, he did explore what today is New York harbor.

Mapmaking and a New Worldview Each discovery made by explorers helped to change the way Europeans looked at the world. Before Columbus' voyages, the European view of the world focused on the Mediterranean Sea and the lands that surrounded it. After Columbus' explorations, the European worldview stretched from the Americas in the west to the Spice Islands in the east.

Cartographers, or mapmakers, played a leading role in changing this worldview. Maps of the early 1500s began to show two new continents in the west. One mapmaker named these continents "the Americas" after Amerigo Vespucci (vehs•POO•chee). Vespucci was one of the first to explore and map the coasts of this region. An account of his explorations was published under the title *New World*.



DRAW CONCLUSIONS Explain how exploration in the Americas changed the European worldview.



CONNECT to Today

▲ Verrazano-Narrows Bridge The Verrazano-Narrows Bridge in New York City was completed in 1964 and named in honor of the Italian explorer.

Section Assessment



ONLINE QUIZ

For test practice, go to Interactive Review @ ClassZone.com

Terms & Names

1. Explain the importance of

sponsor astrolabe circumnavigate caravel Treaty of Tordesillas

Use Your Reading Notes

2. Summarize Use your completed chart to answer the following question:

How did Columbus' voyages to the Americas affect European exploration?

The Age of Exploration

The Portuguese used advances in technology to help . . .

By sailing west across the Atlantic, Columbus . . .

After Columbus' first voyage, several European nations . . .

Key Ideas

- **3.** What impact did the work of Henry the Navigator have on Portuguese explorations?
- **4.** Why do you think many people considered Columbus' plan controversial?
- **5.** What was the importance of Ferdinand Magellan's circumnavigation of the earth?

Critical Thinking

- **6. Draw Conclusions** How do you think European exploration and colonization in the Americas affected trade?
- CONNECT to Today Is exploration still going on today? Cite and explain one modern example of exploration.



Internet Activity Use the Internet to find information to make a time line titled "The Age of European Exploration."

INTERNET KEYWORD: exploration

Daily Life

Life on a Ship

If you were a European sailor in the 1500s, you probably worked on a ship like the one shown here. Life at sea during this time was not easy. Voyages often took months and sometimes stretched into years. Living quarters were cramped. Food was of poor quality and often in short supply. And violent storms and shipwrecks were a constant threat.

- A The Ship By the late 1500s, most European ships sailing the oceans were galleons. The typical galleon was between 70 and 100 feet long and about 20 feet wide. It was easy to handle and, when under full sail, very fast.
- B The Captain The captain usually had a tiny cabin in the stern of the ship. It served as an office as well as living quarters. He kept his maps, charts, and log books there. The charts and logs he kept on the voyage often helped mapmakers draw more accurate maps.
- O Navigation Sailors used a compass to figure out direction. Plotting the position of the stars and planets with an astrolabe allowed them to determine their latitude. Maps and charts provided them with further information.
- D Food Some ships carried live pigs and hens on deck to provide fresh eggs and meat. However, the day-to-day diet aboard ship consisted of hard biscuits, salted meat, and low-quality wine or beer. Frequently, the meat was rotten, and the biscuits were full of worms.
- Living Conditions Aboard ship, ordinary sailors lived in very cramped conditions. They slept wherever they could find space to sling a hammock. Officers' quarters were only slightly better than those of the sailors.





Section 3

Reading for Understanding

Key Ideas

BEFORE, YOU LEARNED

European interest shifted from exploration of Asia to the Americas.

NOW YOU WILL LEARN

European exploration resulted in competition for colonies and economic changes.

Vocabulary

TERMS & NAMES

Columbian Exchange movement of plants and animals between the Eastern and Western hemispheres after Columbus' voyages to the Americas

triangular trade exchange of goods and slaves across the Atlantic Ocean between Africa, the Americas, and Europe

mercantilism economic policy based on the idea that a nation's power depends on its wealth capitalism economic system based on private ownership of resources and the use of those resources to make a profit

Adam Smith economist who wrote that economic freedom would lead to economic success in his most important work, *The Wealth of Nations*

BACKGROUND VOCABULARY

domestic living in the care of human beings







Visual Vocabulary domestic animals

Reading Strategy

Re-create the chart shown at right. As you read and respond to the **KEY QUESTIONS**, use the chart to list the effects that occurred because of the causes listed.



See Skillbuilder Handbook, page R7.

ANALYZE CAUSES AND EFFECTS

Results of Exploration	
Causes	Effects
The spread of disease between hemispheres	
The defeat of the Spanish Armada	
The establishment of mercantilism	



Colonialism and Change

Connect to What You Know Seeking wealth and land, European nations began to explore the Americas in the 1500s. In this section, you will learn about the effects of this exploration.

The Exchange of Goods and Ideas

KEY QUESTION What did exploration help to spread?

European exploration resulted in the establishment of new trade links between the world's continents. These trade links increased the exchange of ideas and goods throughout the world.

The Columbian Exchange The Columbian Exchange was the movement of plants and animals between the Eastern and Western hemispheres by European traders. The exchange began after Columbus' voyages to the Americas.

Europeans brought wheat, onions, grapes, sugar cane, and oranges to the Americas. From the Americas, they shipped corn, potatoes, pumpkins, and pineapples. Europeans also brought domestic animals, such as horses, and diseases, such as smallpox and measles, to the Americas. Native Americans had no resistance to these diseases. As a result, the diseases killed about 20 million Native Americans.



▲ Coffee Native to Africa, the coffee tree was taken to the Americas by European settlers. Today the South American countries of Brazil and Colombia lead the world in coffee production.



Changing Trade Patterns The Columbian Exchange resulted in new international trade patterns. These patterns were based on ocean trade routes that were controlled, for the most part, by Europeans.

Much of the world's trade was fueled by silver mined in the Spanish colonies in Mexico and South America. Silver flowed from the Americas to Europe and then on to China. In return, Chinese goods such as silks and porcelain went back to Europe. European merchants also used silver to purchase spices from the East Indies and India.

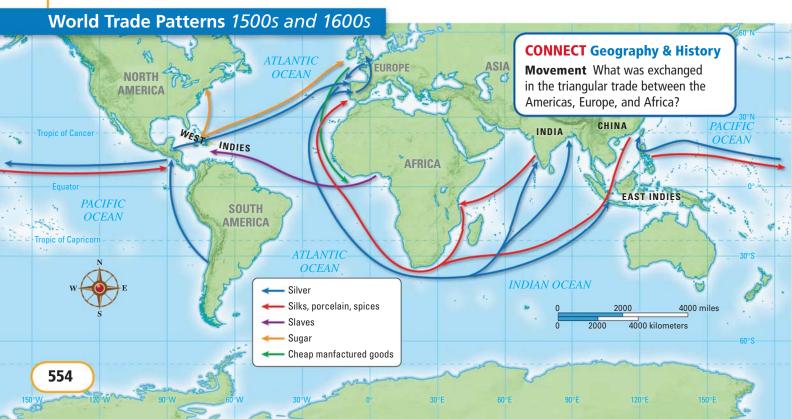
A different kind of trade developed between the Americas, Europe, and Africa. Sugar cane, which grew in the West Indies, was shipped to Europe. The back-breaking labor needed to produce sugar cane was provided by enslaved people from Africa. Cheap manufactured goods flowed from Europe to pay for enslaved Africans. This **triangular trade** across the Atlantic went on for more than 300 years. In that time, about 10 million enslaved Africans were shipped to the Americas.

Cultural Movement Like trade goods, ideas were exchanged between continents. For example, one of the first actions of explorers from Spain and Portugal concerned religions. They tried to convert the native populations of the lands they claimed to the Roman Catholic faith. These new Christians stamped their own identity on their faith. They did this by combining traditional beliefs with Christian beliefs.

In addition, Europeans often imported cultural practices from other lands. For example, many enjoyed drinking coffee from Arabia, mixed with sugar produced by African slave labor in the Americas.



SUMMARIZE Explain what exploration helped to spread.



Rivalry for Colonies



KEY QUESTION What European countries competed for colonies?

As world trade increased, European nations competed for colonies overseas. Colonies provided raw materials and ready markets.

Portugal and Spain Portugal's eastward voyages resulted in trading posts in Africa, India, and East Asia. In South America, the Treaty of Tordesillas gave Portugal control of Brazil. Spain claimed lands in the Pacific, such as the present-day Philippines. However, Spain focused on its colonies in the Americas. Silver and gold mining was especially profitable in Peru and Mexico.

The Netherlands, France, and England The Dutch had only one small colony in the Americas—New Netherland. However, they colonized much of the East Indies. Eventually, the Dutch won control of the trade between the East Indies and Europe.

The French, too, hoped to trade in the East Indies. To this end, they established an outpost in India. Even so, their colonial efforts were more successful in North America. In the early 1600s, they established Quebec in Canada. Quebec became the base of a huge empire. It stretched from Canada down the Mississippi River to the Caribbean.

Inspired by other European countries, England set up colonies in North America. In 1587, the English established a colony on Roanoke Island, in what is today North Carolina.

That same year, a boat left Roanoke to get supplies for the colony. When the supply ship finally returned in 1590, the sailors found Roanoke abandoned. No trace of the colonists was ever found.

In 1607, the English started their first successful American colony. It was called Jamestown, in Virginia. Other early English colonists included the Pilgrims. They settled in Massachusetts in 1620 to escape religious persecution in England. The English also set up outposts in the Caribbean and India.

The Fur Trade This engraving made in the 1600s shows Dutch traders buying furs from



The Spanish Armada England's presence in the Americas brought it into conflict with Spain. Attacks by English sailors on Spanish ships had angered King Philip II of Spain. So, in 1588, he sent a force of 130 ships against England. The English navy, which was bigger and better-armed, attacked and defeated the Spanish Armada. The defeat weakened Spain. However, it continued to be a leading European power because of its gold and silver mines in the Americas.



CATEGORIZE Identify the European countries that competed for colonies during this era.

Europe's Economy Changes



V KEY QUESTION What economic developments took place in Europe after the Age of Exploration?

The growth of overseas trade and new wealth from the colonies had a major economic impact on Europe. These factors led to the introduction of new business and trade practices.

CONNECT \rightarrow to History

The Spanish Armada The Spanish Armada was part of a force put together to conquer England. Was its failure an important event? Would later events have been different if it had succeeded?

W Hold a Debate

Debate the following issue: "Did the defeat of the Spanish Armada have a significant impact on world history?"

- Reread "The Spanish Armada" above. Use books and the Internet to find more information about the Spanish Armada's defeat. Investigate the reasons for the defeat of the Spanish Armada and the results of that defeat. Take notes as you read.
- Review your research and decide whether you think the defeat of the Spanish Armada had a significant impact on world history. List the arguments that support your opinion. Make a note card for each argument.
- Organize your note cards so the arguments are in a logical order. Then write an outline of a speech stating your position and supporting arguments.

Materials

- note cards
- pens or pencils
- sources on the Spanish Armada



Mercantilism During this time, a new economic policy called **mercantilism** developed in Europe. Mercantilism held that a nation's power depended on its wealth. The policy called for the government to regulate a nation's economy. Colonies played an important role in mercantilism. In some cases, they provided the home country with a source of gold and silver. In addition, colonies provided the raw materials that the home country used in its industries. Colonies also served as a ready market for manufactured goods.

Capitalism and a Market Economy One result of colonization and trade was the growth of capitalism. **Capitalism** is an economic system based on private ownership of economic resources and the use of those resources to make a profit. The merchants who invested in successful colonization and trade made enormous profits. Often, they invested this newly gained wealth in business ventures both overseas and at home.

By the late 1700s, some people felt that governments played too great a role in the economy. Economists such as **Adam Smith** argued for the idea of a free market economy. In his influential work, *The Wealth of Nations*, Smith argued that without government interference, the market would ensure that the economy prospered. Smith's ideas provided the model for the modern U.S. economic system.



DRAW CONCLUSIONS Describe the economic developments that took place in Europe after the Age of Exploration.

3

Section Assessment



Terms & Names

1. Explain the importance of

Columbian Exchange mercantilism triangular trade capitalism

Use Your Reading Notes

2. Analyze Causes and Effects Use your completed chart to answer the following question: What effect did the spread of diseases have on Native Americans?

Results of Exploration	
Causes	Effects
The spread of disease between hemispheres	
The defeat of the Spanish Armada	
The establishment of mercantilism	

Key Ideas

- **3.** How did colonization of the Americas contribute to the development of the slave trade?
- **4.** Why did Spain send an armada to invade England?
- **5.** What is the relationship between colonization and mercantilism?

Critical Thinking

- **6. Compare and Contrast** How did Dutch colonization differ from French colonization?
- **7. Make Inferences** Some economists consider the private funding of colonial ventures the beginnings of the capitalist system. Why do you think they hold this view?



Make a Poster Research one of the products from the Columbian Exchange (such as corn or sugar cane). Find out about its importance in the world today. Show your findings in a poster.

Chapter 18 Assessment

Interactive (**) Review



Material States for quizzes, flipcards, crosswords, review notes, and activities @ ClassZone.com

Scientific Revolution and the Age of Exploration

History of Scientific Thought

- Greek science and math shaped European thought.
- Muslims preserved Greek knowledge.
- Renaissance thinkers developed new ideas.

The Scientific Revolution

- Scientists discovered that the earth is not the center of the universe.
- New ideas must be tested through experiments.
- New inventions led to advances in science and exploration.

The Age of Exploration

- People wanted silks and spices from Asia.
- The Portuguese sailed around Africa to reach Asia.
- Columbus sailed west and located the Americas.

Results of Exploration

- Goods and ideas were exchanged across the Atlantic Ocean.
- European countries competed for colonies.
- Colonization brought changes to the European economy.

VOCABULARY

Explain why the words in each set below are linked with each other.

- 1. rationalism and harmony
- 2. Scientific Revolution and scientific method
- 3. caravel and astrolabe
- 4. capitalism and mercantilism

KEY IDEAS

The Scientific Revolution (pages 534–541)

- **5.** How did new scientific instruments improve the accuracy of observations?
- 6. What effect did rationalism have on European knowledge and culture?

The Age of Exploration (pages 542–551)

- 7. How did Columbus' voyages affect **Europeans and Native Americans?**
- 8. How did voyages of discovery affect European nations' relations with each other?

Colonialism and Change (pages 552–557)

- 9. How did the defeat of the Spanish Armada shift the balance of power in Europe?
- **10.** What impact did colonization have on the European economy?

CRITICAL THINKING

- 11. Draw Conclusions How do discoveries from the era of the Scientific Revolution influence scientists today?
- 12. Make Generalizations How did scientific and technological developments help to change the European worldview?
- **13. Make Inferences** What impact do you think early capitalism had on exploration and scientific learning?

Standards-Based Assessment



- 1. Writing Activity Choose a voyage described in Section 2. Create an advertisement that encourages sailors to join the crew for that voyage. Include information on who is leading the voyage, where the ship is going, and what the voyagers hope to find.
- 2. Interdisciplinary Activity—Science Use books or the Internet to find out how an invention described in Section 1 has been improved since the Scientific Revolution. Write a paragraph that explains your findings.



MONLINE ACTIVITY

Click here to create a virtual museum exhibit about the Scientific Revolution @ ClassZone.com



Answer the **ESSENTIAL QUESTION**

How did new ideas lead to exploration and cultural and economic changes?

Written Response Write a twoor three-paragraph response to the Essential Question. Be sure to consider the key ideas of each section as well as specific details about how new ideas led to cultural and economic changes. Use the rubric to guide your thinking.

RESPONSE RUBRIC

A strong response will

- discuss the impact of new ideas and inventions on Europeans
- explain how exploration and establishing colonies led to economic changes in Europe

Test Practice

- Online Test Practice @ ClassZone.com
- Test-Taking Strategies and Practice at the front of this book

Read Graphs The bar graph below shows the gold and silver shipped to Spain in the 1500s and 1600s. Use the graph and your knowledge of world history to answer the questions that follow.



Source: Earl J. Hamilton, American Treasure and the Price Revolution in Spain, 1501–1650

- 1. During which decade was the most gold and silver shipped to Spain?
 - **A.** 1581–1590
 - **B.** 1591–1600
 - **C.** 1601–1610
 - **D.** 1611–1620
- 2. Which statement best describes Spain's gold and silver imports after 1630?
 - A. They rose rapidly.
 - B. They increased slightly
 - C. They decreased slightly.
 - **D.** They fell rapidly.

Reference Section

Skillbuilder Handbook	RI
Skills for reading, thinking, and researching	
Primary Source Handbook	R30
Historical documents from world history	
World Religions Handbook	R50
Major religions and ethical systems of the world	
Glossary	R68
Important terms and definitions	
Spanish Glossary	R78
Important terms and definitions translated into Spanish	
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Index of all content and skills	

Skillbuilder Handbook

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1.1 Taking Notes with Graphic Organizers

Defining the Skill

When you **take notes**, you write down the important ideas and details of a passage. A chart or an outline can help you organize your notes to use in the future.

Applying the Skill

The following passage describes the development of the Olympic Games. Use the strategies listed below to help you take notes on the passage.

How to Take and Organize Notes

Strategy 1 Look at the title to find the main topic of the passage.

Strategy 2 Identify the main ideas and details of the passage. Then summarize the main ideas and details in your notes.

Strategy 3 Identify key terms and define them. The term *Olympics* is shown in boldface type. This technique signals that it is a key term.

Strategy 4 Whenever possible, use abbreviations in your notes. For instance, from this passage, you could abbreviate the word *first* as *Ist*. Abbreviations will help you save time and space.

1 THE OLYMPIC GAMES

In Greece, games were often part of religious festivals. 2 The largest and most elaborate of these were the Olympics. 3 The Olympics were games held every four years as part of a major festival that honored Zeus. 2 They took place in a stadium built in the city of Olympia. 2 Only men competed in these contests.

The oldest records of Olympic winners date to 776 B.C., but the games might have been going on for centuries before that. 2 The first Olympics included only a foot race.

- 2 Over time, longer races and other events were added.
- **2** Events included wrestling, the long jump, the javelin throw, and the discus throw.

Make a Chart

Making a chart can help you take notes on a passage. The chart below contains notes from the passage you just read.

ITEM 2	NOTES	
1. Olympics 3 games held every four years to honor Zeus		
a. location	stadium in city of Olympia	
b. participants	b. participants only men competed	
c. events	4 1st foot race; added wrestling, long jump, javelin, and discus	

Practicing the Skill

Turn to Chapter 7, Section 3, "The City-State and Democracy." Read "Direct Democracy" on page 194, and use a chart to take notes on the passage.

1.2 Finding Main Ideas

Defining the Skill

The **main idea** is a statement that summarizes the subject of a speech, an article, a section of a book, or a paragraph. Main ideas can be stated or unstated. The main idea of a paragraph is often stated in the first or last sentence. If it is in the first sentence, it is followed by sentences that support that main idea. If it is in the last sentence, the details build up to the main idea. To find an unstated idea, use the details of the paragraph as clues.

Applying the Skill

The following paragraph examines the bubonic plague that struck parts of Asia, North Africa, and Europe during the 1300s. Use the strategies listed below to help you identify the main idea.

How to Find the Main Idea

Strategy 1 Identify what you think may be the stated main idea. Check the first and last sentences of the paragraph to see if either could be the stated main idea.

Strategy 2 Identify details that support the main idea. Some details explain that idea. Others give examples of what is stated in the main idea.

EFFECT OF THE PLAGUE IN EUROPE

1 The bubonic plague had a significant social and economic effect on Europe. 2 Throughout Europe, the plague created doubts and fears that led to a breakdown in ordinary routines and a loss of order. 2 In addition, the plague caused a sharp decrease in population. This led to a shortage of labor. As a result, workers could demand higher pay for their labor. Some workers earned as much as five times what they had earned before the plague. 2 The plague also helped to weaken the power of the Church. Prayers failed to stop the disease, and many priests abandoned their duties.

Make a Chart

Making a chart can help you identify the main idea and details in a passage or paragraph. The chart below identifies the main idea and details in the paragraph you just read.

MAIN IDEA: The plague had a significant social and economic impact on Europe.

DETAIL: Throughout Europe, the plague created doubts and fears that led to a breakdown in ordinary routines and a loss of order.

DETAIL: The plague caused a sharp decrease in population that resulted in a labor shortage and better wages for workers.

DETAIL: The plague weakened the power of the Church, which could do little to stop the spread of the disease.

Practicing the Skill

Turn to Chapter 10, Section 2, "Decline and Fall of the Empire." Read "Weakness in the Empire" on pages 281–282, and create a chart that identifies the main idea and the supporting details.

1.3 Summarizing

Defining the Skill

When you **summarize**, you restate a paragraph, a passage, or a chapter in fewer words. You include only the main ideas and most important details. It is important to use your own words when summarizing.

Applying the Skill

The passage below describes early inventions that aided a group in ancient Mesopotamia known as the Sumerians. Use the strategies listed below to help you summarize the passage.

How to Summarize

Strategy 1 Look for topic sentences that state the main idea or ideas. These are often at the beginning of a section or paragraph. Briefly restate each main idea in your own words.

Strategy 2 Include key facts and any names, dates, numbers, amounts, or percentages from the text.

Strategy 3 Write your summary and review it to see that you have included only the most important details.

EARLY INVENTIONS

1 The plow and the wheel helped the Sumerians a great deal in their daily life. 2 Plows helped to improve agriculture. They broke up hard soil, which made planting easier. In addition, rainfall often flowed deeper into plowed soil. As a result, the roots of plants received more water.

Meanwhile, Sumerians used the wheel in many ways.

2 They built wheeled wagons, which helped farmers take their crops to market more easily and quickly.

2 They also built potter's wheels, which enabled them to make pottery more quickly and efficiently.

Write a Summary

You should be able to write your summary in a short paragraph. The paragraph below summarizes the passage you just read.

3 The plow and the wheel helped Sumerians in their daily life. Sumerians used plows to improve farming. They used wheels to construct wagons for transporting crops and to build potter's wheels, which helped them make pottery more quickly.

Practicing the Skill

Turn to Chapter 1, Section 1, "Studying History and Early Humans." Read "Primary and Secondary Sources" on page 8, and write a paragraph summarizing the passage.

1.4 Sequencing Events

Defining the Skill

Sequence is the order in which historical events follow one another. By being able to follow the sequence of events through history, you can get an accurate sense of the relationships among events.

Applying the Skill

The following passage deals with the Babylonian Captivity. Use the strategies listed below to help you identify the major events and the series of occurrences that connect them.

How to Explain Chronological Order and Sequence

Strategy 1 Look for specific dates provided in the text. The dates may not always read from earliest to latest, so be sure to match an event with the date.

Strategy 2 Look for clues about time that allow you to order events according to sequence. Words and phrases such as *day, week, year,* or *century* may help to sequence the events.

THE BABYLONIAN CAPTIVITY

Solomon became the third king of Israel 1 in 962 B.C.

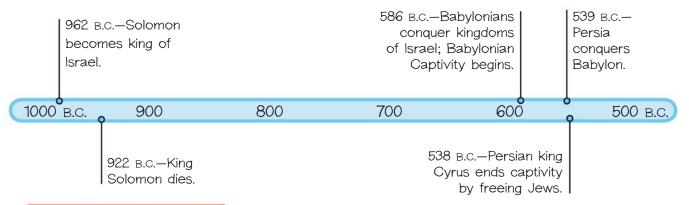
Soon after Solomon's death 1 in 922 B.C., Israel split into two separate kingdoms—Israel and Judah.

1 Around 586 B.C., the Babylonians conquered both Israel and Judah. They took thousands of Jews to Babylon as slaves. These Jews spent roughly the 2 next 50 years in Babylon. This time is known as the Babylonian Captivity.

1 In 539 B.C., Persia conquered Babylonia. 2 The next year, the Persian king Cyrus freed the Jewish slaves and allowed them to return to their homeland.

Make a Time Line

Making a time line can help you visualize chronological order. The time line below shows the order of events in the passage you just read.



Practicing the Skill

Turn to Chapter 6, Section 3, "The Qin and the Han." Read "The Han Dynasty" on pages 161–162, and make a time line showing the sequence of events in the passage.

1.5 Categorizing

Defining the Skill

To **categorize** is to sort people, objects, ideas, or other information into groups, called categories. Historians categorize information to help them identify and understand patterns in historical events.

Applying the Skill

The following passage discusses the lasting contribution of Roman civilization. Use the strategies listed below to help you categorize information in the passage.

How to Categorize

Strategy 1 First, decide what the passage is about and how that information can be sorted into categories. For example, look at the different areas of Roman contributions.

Strategy 2 Then figure out what the categories will be. To determine those areas in which Romans made lasting contributions, look for clue words such as *art, engineering,* and *laws*.

Strategy 3 Once you have chosen the categories, sort information into them. For example, what aspects of Roman engineering remain influential? How did Roman law influence later societies?

ROME'S LEGACY

The Romans made lasting contributions to many areas of society. 2 In the area of *art*, the Romans popularized an earlier type of floor art called mosaic. A mosaic is a picture made out of many small, colored tiles or pieces of glass. Examples can still be found in churches and government buildings around the world. 2 Roman *engineering* styles are also evident today. Countless modern structures make use of styles the Romans pioneered, with arches, domes, and vaults. Highway bridges are often built on arches, while the U.S. Capitol consists of a large dome and numerous vault structures. 2 One of Rome's most lasting contributions was its system of *laws*. These laws promoted such modern-day principles as equal treatment under the law and the presumption of innocence for those accused of crimes.

Make a Chart

Making a chart can help you categorize information. Each category should have a column. The chart below shows how the information from the passage you just read can be categorized.

1 LASTING CONTRIBUTIONS OF ROMAN CIVILIZATION			
2 Art Engineering Law			
 popularizing of mosaic style use of domes, arches, vaults principles of equal treatment under the law innocent until proven guilty 			

Practicing the Skill

Turn to Chapter 18, Section 1, "The Scientific Revolution." Read "Advances in Science" on pages 538–540. Make a chart like the one above to categorize information about the scientific theories.

1.6 Analyzing Causes and Effects

Defining the Skill

A **cause** is an action in history that makes something happen. An **effect** is the historical event that is the result of a cause. A single event may have several causes. It is also possible for one cause to result in several effects. Historians identify cause-and-effect relationships to help them understand why historical events took place.

Applying the Skill

The following paragraph describes events that led to the fall of the Aztec empire in what is now central Mexico. Use the strategies below to help you identify the cause-and-effect relationships.

How to Analyze Causes and Effects

Strategy 1 Ask why an action took place. Ask yourself a question about the title and topic sentence, such as, "How did the Aztecs fall to the Spanish?"

Strategy 2 Look for clue words that signal causes, such as *cause*, *because*, *contributed*, and *led to*.

Strategy 3 Look for effects. Ask yourself, "What happened as a result of the fall of the Aztecs?"

FALL OF THE AZTEC EMPIRE

In 1521, Spanish invaders conquered the Aztec empire. A number of factors contributed to the Aztecs' defeat. 2 A major cause of the Aztecs' defeat was their inferior weaponry. Aztec arrows were no match for the Spaniards' guns. In addition to their guns, the Spaniards brought with them foreign diseases. The Aztecs had no resistance to these unfamiliar diseases. As a result, many Aztecs died. 2 This *led to* a weakening of the Aztec empire and its army.

3 By conquering the Aztecs, the Spanish gained control of modern Mexico and established the first European foothold in the Americas.

Make a Diagram

Using a diagram can help you understand causes and effects. The diagram below shows two causes and an effect for the passage you just read.

CAUSE:

Superior weaponry gave the Spanish an advantage.

CAUSE:

Spanish diseases killed large numbers of Aztecs.

EFFECT:

The Spanish gained control of present-day Mexico.

Practicing the Skill

Turn to Chapter 16, Section 3, "Plague and the Hundred Years' War." Read "The Hundred Years' War" and "Early Modern Europe Emerges" on pages 483–485. Then make a diagram about the causes and effects of this war.

1.7 Comparing and Contrasting

Defining the Skill

Comparing means looking at the similarities and differences among two or more things. **Contrasting** means examining only the differences among them. Historians compare and contrast events, personalities, behaviors, beliefs, and situations in order to understand them.

Applying the Skill

The following passage describes Roman Catholicism and Eastern Orthodoxy. Use the strategies below to help you compare and contrast these two churches.

How to Compare and Contrast

Strategy 1 Look for two subjects that can be compared and contrasted. This passage compares Roman Catholicism and Eastern Orthodoxy, two Christian churches.

Strategy 2 To find similarities, look for clue words indicating that two things are alike. Clue words include both, together, and similarly.

Strategy 3 To contrast, look for clue words that show how two things differ. Clue words include however, but, and on the other hand.

CATHOLICISM AND ORTHODOXY

1 In 1054, Christianity split into two branches—the Roman Catholic Church and the Orthodox Church. 2 *Both* churches embraced many of the same principles of Christianity. They based their faiths on the Bible. The Catholic Church used sacraments such as baptism. 2 *Similarly*, the Orthodox Church also used sacraments. In addition, 2 *both* churches sought to convert people.

However, each church established its own set of structures and beliefs that set it apart. Catholic services were held in Latin.

3 On the other hand, Orthodox services were held in Greek or local languages. In the Catholic Church, the pope claimed authority over all kings and emperors.

3 Under Eastern Orthodoxy, however, the emperor ruled over the patriarch, the leader of the Orthodox Church.

Make a Venn Diagram

Making a Venn diagram will help you compare and contrast. In the overlapping area, list shared characteristics. In the separate ovals, list characteristics that are not shared. This Venn diagram is for the passage above.

ROMAN CATHOLICISM

- · Services held in Latin
- Pope claimed authority over rulers

BOTH

- · Converts sought
- · Faith based on the Bible
- · Sacraments used

EASTERN ORTHODOXY

- Services held in Greek, other languages
- Ruler claimed authority over patriarch

Practicing the Skill

Turn to Chapter 11, Section 1, "Islam and Muhammad." Read "Connections to Judaism and Christianity" on page 313. Make a Venn diagram comparing and contrasting Islam and Christianity.

1.8 Identifying Problems and Solutions

Defining the Skill

Identifying problems means finding and understanding the difficulties faced by a particular group of people during a certain time. **Solutions** are the actions people took to remedy those problems. By studying the solutions to problems in the past, you can learn ways to solve problems in today's world.

Applying the Skill

The following paragraph describes the problems of uniting the huge Muslim Empire in the early 700s. Use the strategies listed below to find and understand these problems and their solutions.

How to Identify Problems and Solutions

Strategy 1 Look for the difficulties or problems that people faced.

Strategy 2 Consider how situations that existed at that time and place contributed to these problems.

Strategy 3 Look for the solutions that people developed to deal with the problems. Think about whether the solutions were good ones.

UNITING MANY PEOPLES

By the early 700s, the Umayyads controlled the huge Muslim Empire.

1 Umayyad leaders quickly realized that governing the empire would be difficult.

2 People in different parts of the empire spoke their own language. As a result, government officials from different regions found it difficult to communicate with each other.

2 In addition, a common coinage was not used within the empire, which made conducting trade and business difficult.

Umayyad officials soon took steps to remedy these problems.

3 They declared Arabic the official language of government of all Muslim lands. Having one official language improved communications throughout the empire.

3 Officials also introduced a common coinage, which made commerce easier.

Make a Chart

Making a chart will help you identify and organize information about problems. The chart below shows the problem, the historical factors that contributed to the problem, and solutions to the problem in the passage you just read.

1 PROBLEM	2 CONTRIBUTING FACTORS	3 SOLUTIONS
The Umayyads wanted to unite the large and diverse	People spoke different languages throughout the empire.	Leaders declared Arabic as the official language.
Muslim Empire.	Common coinage was not used within the empire.	Officials introduced a common coinage.

Practicing the Skill

Turn to Chapter 13, Section 2, "Central and South Americans." Read "Daily Life in the Empire" on page 374. Make a chart that identifies problems of daily life in the Incan empire and their solutions.

1.9 Making Inferences

Defining the Skill

Inferences are ideas that the author has not directly stated. **Making inferences** involves reading between the lines to interpret the information you read. You can make inferences by studying what is stated and using your common sense and previous knowledge.

Applying the Skill

This passage examines the cities of the Maya. Use the strategies below to help you make inferences from the passage.

How to Make Inferences

Strategy 1 Read to find statements of fact. Knowing the facts will help you make inferences.

Strategy 2 Use your knowledge, logic, and common sense to make inferences that are based on facts. Ask yourself, "What does the author want me to understand?" For example, from the presence of temples in Mayan cities, you can make the inference that religion was important to the Maya.

MAYAN CITIES

The Maya built more than 40 cities. 1 Each Mayan city contained pyramids with temples on top of them. Many of the cities also had steles. Steles were large stone monuments. 1 On these monuments, the Maya carved glyphs that represented important dates and great events. 1 Mayan cities also contained palaces, plazas, and ball courts. Some larger Mayan cities were Copán, Tikal, Palenque, Bonampak, and Chichén Itzá. 1 A different king governed each Mayan city and the surrounding areas. Sometimes cities fought each other.

Make a Chart

Making a chart will help you organize information and make logical inferences. The chart below organizes information from the passage you just read.

1 STATED FACTS	2 INFERENCES	
Each Mayan city contained pyramids with temples on top of them.	Religion was important to the Maya.	
On these monuments, the Maya carved glyphs that represented important dates and great events.	The Maya believed that history was important.	
Mayan cities also contained palaces, plazas, and ball courts.	The Maya were skilled engineers and architects.	

Practicing the Skill

Turn to Chapter 12, Section 3, "Africa's Trading Civilizations." Read "The Shona and Great Zimbabwe" on pages 354–355, and use a chart to make inferences about the Shona.

1.10 Making Decisions

Defining the Skill

Making decisions involves choosing between two or more options, or courses of action. In most cases, decisions have consequences, or results. By understanding how historical figures made decisions, you can learn how to improve your own decision-making skills.

Applying the Skill

The passage below explains a decision Emperor Shi Huangdi faced about governing China. Use the strategies below to analyze his decision.

How to Make Decisions

Strategy 1 Identify a decision that needs to be made. Think about what factors make the decision difficult.

Strategy 2 Identify possible consequences of the decision. Remember that there can be more than one consequence to a decision.

Strategy (3) Identify the decision.

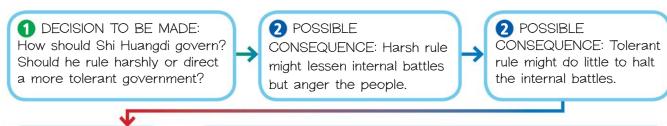
Strategy 4 Identify actual consequences that resulted from the decision.

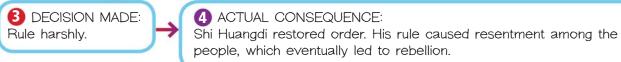
HOW TO GOVERN

When Shi Huangdi became emperor in 221 B.C., China suffered from many internal battles between warring states. Shi Huangdi had to decide how to govern. If he imposed a strong and harsh rule, he could end the internal battles and restore order. However, the Chinese people might react angrily to such a strong government. If Shi Huangdi ruled with tolerance, the internal battles might continue. Shi Huangdi decided to rule harshly. Ashi Huangdi's strong rule did bring order. However, his harsh rule caused great resentment among the people. After Shi Huangdi's death, the Chinese people rebelled.

Make a Flow Chart

A flow chart can help you identify the steps involved in making a decision. The flow chart below shows the decision-making process in the passage you just read.





Practicing the Skill

Turn to Chapter 2, Section 3, "Empires of the Fertile Crescent." Read "Cyrus Founds the Persian Empire" on page 47. Make a flow chart to identify Cyrus' decision about how to rule his empire.

1.11 Making Generalizations

Defining the Skill

To **make generalizations** means to make broad judgments based on information. When you make generalizations, you should gather information from several sources.

Applying the Skill

The following three passages contain descriptions of how knights lived during the Middle Ages. Use the strategies listed below to make a generalization about these descriptions.

How to Make Generalizations

Strategy 1 Look for information that the sources have in common. These three sources describe the way of life of knights during the Middle Ages.

Strategy 2 Form a generalization that describes this way of life in a way that would agree with all three sources. State your generalization in a sentence.

THE LIFE OF KNIGHTS

1 As the lord's vassal, a knight's main obligation was to serve in battle. A lord demanded about 40 days of combat a year.

-World History: Patterns of Interaction

Knights were not merely professional fighters. 1 They were expected to live by a code of honor known as chivalry. They had to demonstrate a strong religious faith . . . [and] protect women and the weak.

-The Medieval World

In real life, a knight did not always resemble the ideal knight of the minstrels. 1 His code of honor and loyalty was sometimes applied only to members of his own class.

-World Book Encyclopedia

Make a Chart

Using a chart can help you make generalizations. The chart below shows how the information you just read can be used to generalize about knights.

- 1 A knight's main obligation was to serve in battle.
- 1 Knights were to follow a code of honor called chivalry.
- 1 Knights often applied their code of chivalry only to members of their own class.

2 GENERALIZATION: Knights were experienced fighters who were chivalrous in their actions, but not always to everyone.

Practicing the Skill

Turn to Chapter 14, Section 3, "The Mongol Empire." Read "Mongol Government" on page 409 and study the map on page 408. Also read the History Maker "Kublai Khan" on page 410. Then use a chart like the one above to make a generalization about Kublai Khan.

1.12 Drawing Conclusions

Defining the Skill

Drawing conclusions means analyzing what you have read and forming an opinion about its meaning. To draw conclusions, look at the facts and then use your own common sense and experience to decide what the facts mean.

Applying the Skill

The following passage presents information about the Persian Empire. Use the strategies listed below to help you draw conclusions about the Persians.

How to Draw Conclusions

Strategy 1 Read carefully to understand all the facts or statements.

Strategy 2 List the facts and review them. Use your own experiences and common sense to understand how the facts relate to each other.

Strategy 3 After reviewing the facts, write down the conclusions you have drawn about them.

THE PERSIAN EMPIRE

The Persian Empire stretched some 2,800 miles from east to west.

1 The Persian king Darius divided the empire into 20 provinces.

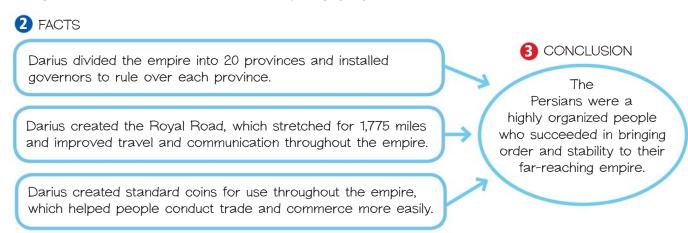
Each province had a local government. Darius set up governors to rule the provinces.

1 Darius also built the Royal Road for government purposes. The road was 1,775 miles long. It greatly improved travel and communication across the empire. In addition,

1 Darius created standard coins throughout the empire. This made it easier for residents of the far-flung and diverse kingdom to conduct trade and other commercial activities.

Make a Diagram

Making a diagram can help you draw conclusions from sources. The diagram below shows how to organize facts to draw a conclusion about the passage you just read.



Practicing the Skill

Turn to Chapter 17, Section 1, "The Italian Renaissance." Read "European Society Changes" on page 499. Make a diagram like the one above to draw conclusions about the end of feudalism.

1.13 Evaluating

Defining the Skill

To **evaluate** is to make a judgment about something. Historians evaluate the actions of people in history. One way to do this is to examine both the positives and the negatives of an action, and then decide which is stronger—the positive or the negative.

Applying the Skill

The following passage examines Wendi's attempts to reunify China. Use the strategies listed below to evaluate the success of his reforms.

How to Evaluate

Strategy 1 Before you evaluate a person's actions, first determine what that person was trying to do. In this case, think about what Wendi wanted to accomplish.

Strategy 2 Look for statements that show the positive, or successful, results of the actions. Did Wendi achieve his goals?

Strategy 3 Also look for statements that show the negative, or unsuccessful, results of the actions. Did Wendi fail to achieve something he tried to do?

Strategy 4 Write an overall evaluation of the person's actions.

WENDI REUNIFIES CHINA

1 During his rule, Wendi did many things to reunify China. 2 He reminded the Chinese of their glorious past by restoring old political traditions. 2 Wendi also reduced conflict by allowing people to follow their own belief systems. As a result, Confucianism enjoyed a rebirth during this time. 2 In addition, Wendi started the building of the Grand Canal that eventually linked northern and southern China. 3 Thousands of peasants labored five years to dig this canal. Nearly half of them died during the project. 3 Wendi raised taxes to fund the project, which made many people unhappy and, in time, caused a revolt.

Make a Diagram

Making a diagram can help you evaluate. The diagram below shows how the information from the passage you just read can be evaluated.

POSITIVE RESULTS:

- Reminded Chinese of glorious past
- · Allowed people to follow own belief systems
- · Grand Canal linked northern and southern China

NEGATIVE RESULTS:

• Thousands of peasants died • Increased taxes led to a revolt

4 EVALUATION: Although Wendi successfully reunified China, his actions had several negative results and eventually caused the people to revolt.

Practicing the Skill

Turn to Chapter 16, Section 2, "The Church and the Crusades." Read "The Crusades Begin" and "Muslim Gains and Losses" on pages 476–479. Make a diagram to evaluate the decision to take part in the Crusades.

1.14 Analyzing Point of View

Defining the Skill

Analyzing point of view means looking closely at a person's arguments to understand the reasons behind that person's beliefs. The goal of analyzing a point of view is to understand different thoughts, opinions, and beliefs about a topic.

Applying the Skill

The following passage describes relations between the Kongo and the Portuguese. Use the strategies below to help you analyze their points of view.

How to Analyze Point of View

Strategy 1 Look for statements that show you a particular point of view on an issue. For example, the Portuguese wanted to trade goods for enslaved persons. The Kongo no longer wanted to do so when they saw the effects on their population.

Strategy 2 Think about why different people or groups held a particular point of view. Ask yourself what they valued. What were they trying to gain or to protect? What were they willing to sacrifice?

Strategy 3 Write a summary that explains why different groups of people might have taken different positions on this issue.

TRADE AND SLAVERY

Early in their trade relationship, the Kongo had begun supplying the Portuguese with enslaved Africans.

1 The Portuguese wanted enslaved persons to work the overseas lands they had conquered.

1 In exchange, Kongo rulers received European goods they desired. However, as Portugal's demand for slave labor grew,

the slave trade began to drain West Africa's population.

1 Afonso urged the Portuguese king to stop, but his pleas did little good. 1 By the time Afonso died in 1543, the Portuguese were enslaving thousands of Africans each year. In 1561, the Kongo kingdom cut itself off from Portugal.

Make a Diagram

Making a diagram can help you analyze point of view. The diagram below analyzes the different points of view of the Portuguese and the Kongo in the passage you just read.

- 2 PORTUGUESE:
- Wanted enslaved persons to work overseas lands
- Believed European goods could be traded for slave labor
- 2 KONGO:
- Wanted slave trade to end because it drained the population
- Cut itself off from Portuguese when they kept enslaving Africans

3 At first, the Kongo kingdom was willing to trade enslaved Africans for European goods. However, once the Kongo saw the effects on the population, they wanted the trade to stop. Portugal wanted it to continue.

Practicing the Skill

Turn to Chapter 17, Section 3, "The Reformation Begins." Read "Criticism of the Church" on pages 518–519. Make a diagram to analyze the different points of view of the reformers and the Catholic Church.

1.15 Distinguishing Fact from Opinion

Defining the Skill

Facts are events, dates, statistics, or statements that can be proved to be true. **Opinions** are the judgments, beliefs, and feelings of a writer or speaker. By distinguishing fact from opinion, you will be able to think critically when a person is trying to influence your own opinion.

Applying the Skill

The following passage describes the Greek philosopher Aristotle and some of his views on government. Use the strategies listed below to distinguish fact from opinion.

How to Distinguish Fact from Opinion

Strategy 1 Look for specific information that can be proved or checked for accuracy.

Strategy 2 Look for assertions, claims, and judgments that express opinions. In this case, one speaker's opinion is addressed in quotation marks.

Strategy 3 Think about whether statements can be checked for accuracy. Then, identify the facts and opinions in a chart.

ARISTOTLE'S VIEWS

1 Artistotle was born in 384 B.C. in Stagira, a small town in northern Greece. At the age of 17, Aristotle entered a school directed by the noted philosopher Plato. 1 Aristotle quickly became a standout student. Plato referred to him as the "intelligence of the school." Aristotle is considered one of the greatest thinkers in Western culture. He expressed views on a number of significant subjects, including politics and government. 2 Aristotle believed the middle class was the most suited to rule, calling this group "the steadiest element" of society.

Make a Chart

Making a chart can help you distinguish fact from opinion. The chart below analyzes the facts and opinions in the passage above.

3 STATEMENT	CAN IT BE PROVED?	FACT OR OPINION
Aristotle was born in 384 в.с. in the town of Stagira.	Yes, check historical documents.	Fact
Aristotle became a standout philosophy student.	Yes, check Plato's comments; other historical records.	Fact
The middle class is the group most suited to rule.	No, this cannot be proved. It is what one speaker believes.	Opinion

Practicing the Skill

Turn to Chapter 12, Section 3, "Africa's Trading Civilizations." Read "Gold, Trade, and Decline" on page 355. Make a chart in which you analyze key statements about the decline of Great Zimbabwe to determine whether they are facts or opinions.

1.16 Recognizing Bias and Propaganda

Defining the Skill

Bias is a one-sided presentation of an issue. **Propaganda** is communication that aims to influence people's opinions, emotions, or actions. Propaganda is not always factual. Rather, it uses prejudicial language or striking symbols to sway people's emotions. Modern advertising often uses propaganda. By thinking critically, you can avoid being swayed by bias and propaganda.

Applying the Skill

The following passage is from explorer Amerigo Vespucci's observations of the Brazilian people. Use the strategies below to help you recognize bias in the passage.

How to Recognize Bias

Strategy 1 Identify the author and examine any information about him or her. Does the author belong to a group, social class, or political party that might lead to a one-sided view of the subject?

Strategy 2 Think about the opinions the author is presenting. Look for words, phrases, statements, or images that might convey a positive or negative slant.

Strategy 3 Examine the evidence provided to support the author's opinions. Is the opinion correct? Would the same information appear in another account of the same event?

1 VESPUCCI ENCOUNTERS THE PEOPLE OF BRAZIL

2 Having no laws and no religious faith, they live according to nature. 2 They understand nothing of the immortality of the soul. . . .

They are also 2 a warlike people and very cruel to their own kind. . . . That which made me . . . astonished at their wars and cruelty was that I could not understand why they made war upon each other, considering that they held no private property or sovereignty of empire and kingdoms and 3 did not know any such thing as a lust for possession . . . or a desire to rule.

1 —Amerigo Vespucci, 1502

Make a Chart

Making a chart will help you think critically about a piece of propaganda or biased writing. The chart below analyzes bias in the passage you just read.

AUTHOR	Amerigo Vespucci	
OCCASION AND PURPOSE	exploration of Brazil, describing the native peoples	
TONE	judging, negative, superior	
SLANTED LANGUAGE	"Having no laws and no religious faith;" "understand nothing of the immortality of the soul;" "a warlike people and very cruel to their own kind"	
DESCRIPTION OF BIAS	Vespucci's comments about religion show a bias toward his own religious beliefs. He also reveals a prejudice that European customs are superior to all others.	

Practicing the Skill

Look through newspapers and news magazines to find an article or political cartoon. Then use a chart like the one above to analyze the article or cartoon for bias.

1.17 Synthesizing

Defining the Skill

Synthesizing involves putting together clues, information, and ideas to form an overall picture. Historians synthesize information in order to develop interpretations of important facts.

Applying the Skill

The following passage describes the agricultural revolution. The highlighting indicates the different kinds of information that will help you synthesize.

How to Synthesize

Strategy 1 Look carefully for facts that will help you base your interpretations on evidence.

Strategy 2 Look for explanations that link the facts together. In this passage, the statement about shifting to hunting smaller game is based on evidence mentioned in the next sentence.

Strategy 3 Consider what you already know that could apply. Your knowledge will probably lead you to accept this statement.

Strategy 4 Bring together the information you have about the subject. This interpretation brings together different kinds of information to arrive at a new understanding.

THE AGRICULTURAL REVOLUTION

1 Flaked arrowheads found with mammoth bones at ancient sites suggest that some early people were big game hunters. 2 After the big game became extinct, people shifted to hunting smaller game and gathering available food. They made tools, such as bows and arrows to hunt small game and baskets to collect nuts.

About 10,000 years ago, people began to farm.

3 The rise of agriculture brought tremendous change.

More people lived in settled villages, and the storage of surplus food became more important. As their surplus increased, people had time to develop specialized skills and think about the world.

4 From this agricultural base rose larger, more stable, and more complex societies.

Make a Diagram

Making a diagram can help you organize the facts, examples, and interpretations that you need to synthesize. The diagram below synthesizes the passage you just read.

Early people were big game hunters.

SYNTHESIS: The shift from hunting and gathering to agriculture allowed for the development of more complex societies.

Agricultural surplus allowed people to develop new skills and ideas.

Agricultural surplus allowed people to develop new skills and ideas.

Agricultural surplus allowed people to develop new skills and ideas.

Agricultural surplus allowed people to develop new skills and ideas.

Practicing the Skill

Turn to Chapter 17, Section 1, "The Italian Renaissance." Read "Growth of Independent Trading Cities" on pages 501–502, and use a diagram to synthesize why the Renaissance began in Italy.

2.1 Reading Maps

Defining the Skill

Maps are representations of features on the earth's surface. Historical maps often show political features, such as national borders, and physical features, such as mountains and bodies of water. Reading maps requires identifying map elements and using math skills.

Applying the Skill

The following physical map shows the Sumerian city-states. Use the strategies listed below to help you identify the elements common to most maps.

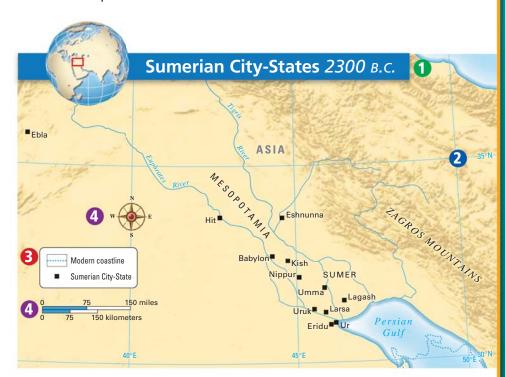
How to Read a Map

Strategy 1 Read the title. This identifies the main idea of the map.

Strategy 2 Look for the grid of lines on the map. These numbered lines are the lines of latitude (horizontal) and longitude (vertical). They indicate the location of the area on the Earth.

Strategy 3 Read the legend. It is usually in a box. The legend will help you interpret the symbols or colors on the map.

Strategy 4 Use the scale and the pointer, or compass rose, to determine distance and direction.



Make a Chart

A chart can help you organize information given on maps. The chart below summarizes information about the map you just studied.

TITLE	Sumerian City-States, 2300 B.C.	
LOCATION	between longitudes 50° E and 40° E and latitudes 30° N and 35° N, except for Ebla, which is located between longitude 35° E and 40° E, just north of 35° N	
KEY INFORMATION	square = Sumerian city-state	
SUMMARY	Sumerian city-states developed mostly along the southern regions of the Tigris and Euphrates rivers.	

2.1 Reading Maps (continued)

Applying the Skill

The following thematic map shows the Aryan migrations into India. Use the strategies listed below to help you identify the elements common to most maps.

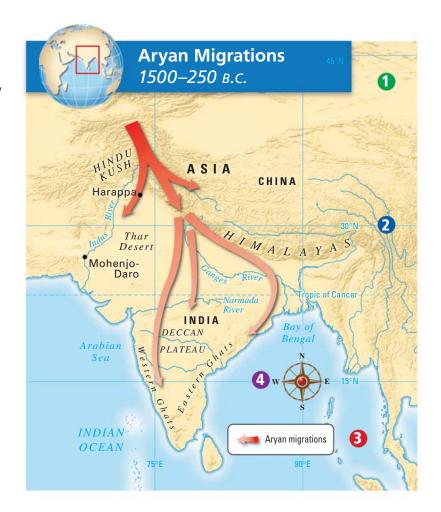
How to Read a Map

Strategy 1 Read the title. It tells you what the map is intended to show.

Strategy 2 Look for the grid of lines on the map. These numbered lines are the lines of latitude (horizontal) and longitude (vertical). They indicate the location of the area on the earth.

Strategy 3 Read the legend. It tells you what each color or symbol stands for. On this map, the arrows indicate Aryan migration routes.

Strategy 4 Use the pointer, or compass rose, to determine direction.



Make a Chart

A chart can help you organize information given on maps. The chart below summarizes information about the map you just studied.

TITLE	Aryan Migrations, 1500-250 B.C.	
LOCATION	around longitudes 75° E and 90° E and latitudes 30° N and 15° N	
KEY INFORMATION	arrows = paths of Aryan migrations	
SUMMARY	Over a roughly 1,200-year period, the Aryans migrated south and settled throughout much of India.	

Practicing the Skill

Turn to Chapter 2, Section 3, "Empires of the Fertile Crescent." Read the map entitled "Assyrian Empire, 650 B.C." on page 45, and make a chart to identify information on the map.

2.2 Creating a Map

Defining the Skill

When you **create a map**, you can choose what geographical information to include. You can show physical or political information, such as landforms or national borders. Your map can also be a thematic map, showing data on climates, population, resources, and routes.

Applying the Skill

Below is a physical map that a student created that shows the vegetation zones of Africa. Read the strategies listed below to see how the map was created.

How to Create a Map

Strategy 1 Select a title that identifies the geographical area and the map's purpose.

Strategy 2 Draw lines of latitude and longitude using short dashes. Using these as a guide, draw the area you are representing.

Strategy 3 Create a key that shows the colors.

Strategy 4 Draw the colors on the map to show information.

Strategy 5 Draw a compass rose and scale.



Practicing the Skill

Turn to Chapter 6, Section 1, "Geography Shapes Ancient China." Read "Geographic Features of China" on pages 147–148. Use the information to sketch a map of China showing the physical features that isolated the area. Use the map on pages A24–A25 as a model.

2.3 Interpreting Charts

Defining the Skill

Charts present information in a visual form. Charts are created by organizing, summarizing, and simplifying information. This information is then presented in a format that makes it easy to understand. Tables and diagrams are examples of commonly used charts.

Applying the Skill

The chart below shows how the Roman Empire compares in size to other civilizations. Use the strategies listed below to help interpret the information in the chart.

How to Interpret a Chart

Strategy 1 Read the title. It will tell you what the chart is about. Ask yourself what kinds of information the chart shows. For example, does it show chronological information, geographic patterns and distributions, or something else?

Strategy 2 Read the headings to see how the chart is organized. In this chart, information is organized by dates and size of each civilization.

Strategy 3 Study the data in the chart to understand the facts that the chart was designed to show.

Strategy 4 Summarize the information shown in each part of the chart. Use the title to help you focus on what information the chart is presenting.

•	Size of Selected Civilizations		
E	Civilization	Dates	Size (est.) millions of square miles
€	Persia	612–338 в.с.	2.0
	Rome	27 B.C.–A.D. 476	3.4
	Mongol	1206–1380	11.7
	Aztec	1325–1520	0.2
	United States	1776–	3.7

Source: Encyclopaedia Britannica

Write a Summary

Writing a summary can help you understand the information given in a chart. The paragraph below summarizes the information in the chart "Size of Selected Civilizations."

4 The chart compares the size of five civilizations, including the Roman Empire. The Roman Empire is the third largest civilization of those listed on the chart. It ranks just behind the United States and far behind the Mongol Empire. The empire created by the Mongols was more than three times the size of both Rome and the United States.

Practicing the Skill

Turn to Chapter 16, Section 3, "Plague and the Hundred Years' War." Study the information presented in the chart entitled "Europe in Transition" on page 484. Then write a paragraph in which you summarize what you learned from the chart.

2.4 Interpreting Graphs

Defining the Skill

Graphs use pictures and symbols, instead of words, to show information. Graphs are created by taking information and presenting it visually. There are many different kinds of graphs. Bar graphs, line graphs, and pie graphs are the most common. Line graphs show trends or changes over time.

Applying the Skill

The line graph below shows the relationship between the agricultural revolution and the increase in world population. Use the strategies listed below to help you interpret the graph.

How to Interpret a Graph

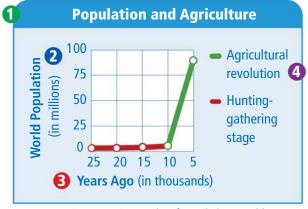
Strategy 1 Read the title to identify the main idea of the graph.

Strategy 2 Read the vertical axis (the one that goes up and down) on the left side of the graph. In this graph, the vertical axis indicates the world population.

Strategy 3 Read the horizontal axis (the one that runs across the bottom of the graph). In this graph, the horizontal axis shows the progression of time.

Strategy 4 Look at any legends that accompany the graph in order to understand what colors and certain marks stand for.

Strategy 5 Summarize the information shown in each part of the graph.



Source: A Geography of Population: World Patterns

Write a Summary

Writing a summary will help you understand the information in the graph. The statement below summarizes the information from the line graph.

5 As a result of the agricultural revolution, world population grew steadily over a period of 5,000 years.

Practicing the Skill

Turn to Chapter 17, Section 4, "Reform and Reaction." Study the pie graph entitled "Christianity Around the World" on page 528. Then write a paragraph summarizing what you learned from the pie graph.

2.5 Creating a Model

Defining the Skill

When you **create a model**, you use information and ideas to show an event or a situation in a visual way. A model might be a poster or a diagram that explains how something happened. Or, it might be a three-dimensional model, such as a diorama, that depicts an important scene or situation.

Applying the Skill

The following sketch shows the early stages of a model of a feudal manor in Europe. Use the strategies listed below to help you create your own model.

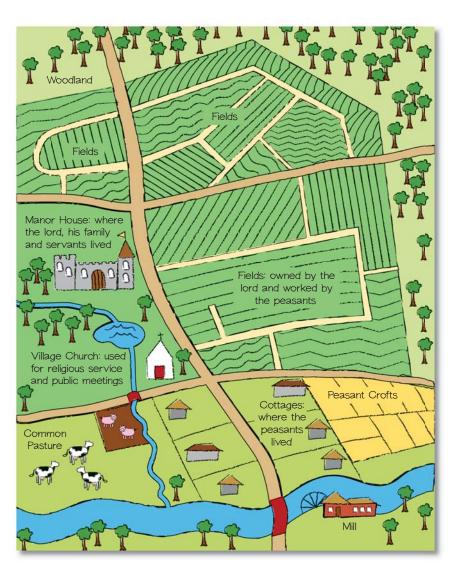
How to Create a Model

Strategy 1 Gather the information you need to understand the situation or event. In this case, you need to be able to show the parts of a manor and their uses.

Strategy 2 Visualize and sketch an idea for your model. Once you have created a picture in your mind, make an actual sketch to plan how it might look.

Strategy 3 Think of symbols you may want to use. Since the model should give information in a visual way, think about ways you can use color, pictures, or other visuals to tell the story.

Strategy 4 Gather the supplies you will need. Then create the model. For example, you will need pictures of manors and art supplies for this model.



Practicing the Skill

Turn to Chapter 12, Section 3, "Africa's Trading Civilizations." Read the information about the Great Enclosure on page 354. Also examine the images of the Great Enclosure on page 355. Then draw a diagram of the Great Enclosure and use labels to identify some of its main features.

3.1 Formulating Historical Questions

Defining the Skill

Formulating historical questions means asking questions about events and trends in history. These questions might ask how or why something happened, why someone acted a certain way, or how different conditions might have changed an event. To decide if a historical question is reasonable, ask yourself whether the answer is important and if enough information exists to answer it.

Applying the Skill

The following passage discusses the roots of the Enlightenment. Use the strategies listed below to help you formulate questions about this historical event.

How to Formulate Historical Questions

Strategy 1 Ask about the basic facts of the event using Who, What, When, Where, Why, and How questions.

Strategy 2 Think about where the event fits into the sequence of history. What led up to it? What were its results?

Strategy 3 Formulate a central question about the event. Make sure that it is neither too narrow nor too broad and can be answered from available sources.

ROOTS OF THE ENLIGHTENMENT

The Enlightenment, which reached its height during the mid-1700s, stressed reason and thought in trying to solve problems and improve society. This time period was also known as the Age of Reason. The respect for reason can be traced back to ancient Greeks and Romans. Scholars in these classical cultures gained knowledge through observation and reasoning. During the Middle Ages, religion and faith became more important than reason. However, scholars rediscovered the writings of Greece and Rome during the Renaissance in the 1400s. As a result, a person's ability to reason and seek truth was once again valued.

Make a Diagram

Making a web diagram can help you formulate historical questions. In this diagram, the center box asks a central question about the event. More narrow questions are noted in the outer boxes.



Practicing the Skill

Turn to Chapter 18, Section 3, "Colonialism and Change." Read "The Exchange of Goods and Ideas" on pages 553–554, and make a diagram of narrow and broad historical questions about the Columbian Exchange.

3.2 Forming and Supporting Opinions

Defining the Skill

When you **form opinions**, you interpret and judge the importance of events and people in history. You should always **support your opinions** with facts, examples, and quotations.

Applying the Skill

The following passage describes characteristics of the Egyptian kings, known as pharaohs. Use the strategies listed below to form and support an opinion about these rulers.

How to Form and Support Opinions

Strategy 1 Look for important information about the subject. Information can include facts, quotations, and examples.

Strategy 2 Form an opinion about the subject by asking yourself questions about the information. For example, How important was the subject? How does it relate to similar subjects in your own experience?

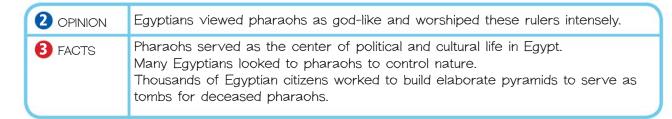
Strategy 3 Support your opinions with facts, quotations, and examples.

EGYPTIAN PHARAOHS

1 The pharaoh stood at the center of Egypt's religion as well as its government and army. Egyptians believed that the pharaoh bore full responsibility for the kingdom's well being. 1 Many Egyptians believed it was the pharaoh who caused the sun to rise, the Nile to flood, and the crops to grow. It was the pharaoh's duty to promote truth and justice. Egyptians believed that the pharaoh ruled even in death. 1 As a result, they built giant pyramids to serve as elaborate resting places for pharaohs who passed away. These pyramids were remarkable engineering achievements that took the work of thousands of people.

Make a Chart

Making a chart can help you organize your opinions and supporting facts. The following chart summarizes one possible opinion about Egyptian pharaohs.



Practicing the Skill

Turn to Chapter 15, Section 2, "Korea and Southeast Asia." Read "Vietnamese Kingdoms" on pages 440–441, and form your own opinion about the relationship between Vietnam and China. Make a chart to summarize your opinion and the supporting facts and examples.

3.3 Using Primary and Secondary Sources

Defining the Skill

Primary sources are materials written or made by people who lived during historical events and witnessed them. Primary sources include letters, journals, articles, and artwork. **Secondary sources** are materials, such as textbooks, written by people who did not participate in an event.

Applying the Skill

The following passage uses primary and secondary sources to describe Kublai Khan's lifestyle. Use the strategies listed below to help you learn how to use these sources.

How to Use Primary and Secondary Sources

Strategy 1 Distinguish secondary sources from primary sources. Most of this paragraph is a secondary source. The observation by Marco Polo is a primary source, which supports the point of the secondary source.

Strategy 2 Determine the main idea of the secondary source. Look for supporting details.

Strategy 3 Identify the author of the primary source and consider why the author produced it. Consider what the document was supposed to achieve. Is it credible? Does it promote a particular viewpoint?

LIFESTYLE OF KUBLAI KHAN

1 Unlike his Mongol ancestors, Kublai Khan spent almost his entire life in China. 2 He enjoyed living in the luxurious manner of a Chinese emperor. He maintained a beautiful summer palace at Shangdu, on the border between Mongolia and China. He also built a new square-walled capital at the site of modern Beijing. The size of Kublai's palace in Beijing greatly impressed the European traveler 3 Marco Polo. "The whole building is at once so immense and so well constructed that no man in the world . . . could imagine any improvement in design or execution," Polo observed.

Make a Chart

Making a chart can help you assess information from primary and secondary sources. The chart below summarizes information from the passage above.

QUESTIONS	ANSWERS
What is the main idea?	Kublai Khan enjoyed a life of luxury.
What are the supporting details?	He had a beautiful summer palace. He built a new capital in Beijing.
Who wrote the primary source?	Marco Polo
What can you tell about the primary source?	Polo appears to be an objective observer. The source seems credible.

Practicing the Skill

Turn to Chapter 9, Section 2, "Rome Becomes an Empire." Read "Julius Caesar" and the primary source on page 249. Make a chart to summarize the information in the sources and to help you read them.

4.1 Using a Search Engine

Defining the Skill

A **search engine** is a computer program that looks for, gathers, and reports information available on the Internet. Using a search engine helps you find such information quickly and easily. By entering key words into a search engine, you will generate a list of Web pages and sites that contain those words.

Applying the Skill

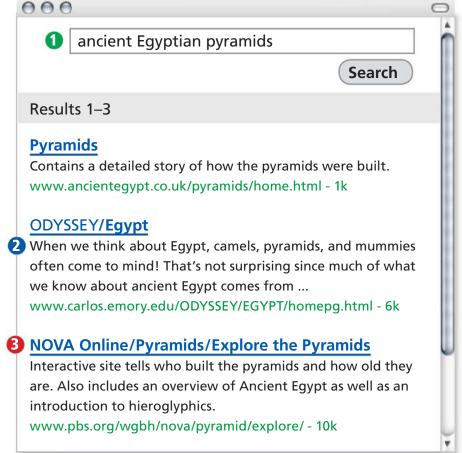
Shown here is a list of results from a search for information on ancient Egyptian pyramids. Use the strategies listed below to get better results when you search the Internet.

How to Use a Search Engine

Strategy 1 Brainstorm keywords to enter into the search engine. Make a list of possible search terms. It often helps to try to be specific. For example, just entering "pyramids" will bring up Web sites with information about geometry and pyramids in Mexico as well as pyramids in Egypt. Instead, try entering "ancient Egyptian pyramids." This will narrow the results to relevant information.

Strategy 2 Many search engines will provide an excerpt of a Web site below the link to the site. Read these to help you determine if the Web site is relevant to your topic and worth visiting.

Strategy 3 Click on the link to go to the Web site you are interested in exploring in depth. If you can, open the new Web site in a separate window, so that it is easier to come back to your original search.



Practicing the Skill

Choose a topic from the textbook that you want to learn more about. Develop a list of keywords to help you search for information on that topic. Visit a search engine and enter your keywords. Look at your search results. Consider which keywords were the most useful and why.

4.2 Evaluating Internet Sources

Defining the Skill

Evaluating Internet sources will help you decide if the information you find online is trustworthy. Reliable Internet sources generally are created by a credible author, with the backing of an educational institution or government agency. They also have content that is well researched and free from bias, with sources cited.

Applying the Skill

This screen shows a Web site about ancient Egypt. Use the strategies listed below to help you evaluate the Internet sources.

How to Evaluate Internet Sources

Strategy 1 Look at the Web site's Internet address. The three-letter code in it will help you determine who created the site. Almost anyone can set up a Web site with a ".com," or commercial, address. School Web sites use ".edu," or education, addresses. Addresses that end with ".org" are used by nonprofit organizations. Official government Web sites end in ".gov." These last three will often be more reliable than commercial Web sites.

Strategy 2 Try to identify the author of the Web site and when it was last updated. This information does not always appear. Some sites are anonymous, or created by an unidentified author. You should not use these as sources because the information could be outdated, or the author might not know much about the Web site's topic.

Strategy 3 Use another source to verify the information you find on the Internet. Online encyclopedias contain accurate information. Sources with .gov and .edu addresses are often reliable. So are newspaper, magazine, and television news channel Web sites. Search several sites, and try to find two or three sources with the same information.

Image not available for electronic use.
Please refer to the image in the textbook.

© 2005 Michael C. Carlos Museum of Emory University,

Memorial Art Gallery of the University of Rochester and Dallas Museum of Art

For more information please contact odyssey@emory.edu.

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Practicing the Skill

Choose one of the Web sites that you found in your search from "Practicing the Skill" for "Using a Search Engine" on page R28 of this handbook. Evaluate the Web site to assess its credibility and its usefulness as a resource. Use the strategies listed above to help you.

Primary Source Handbook

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from The Man in the Ice

By Dr. Konrad Spindler

Background: Konrad Spindler led an international team of scientists who investigated the 5,300-year-old body of a man discovered in a glacier in the Alps. *The Man in the Ice* tells a fascinating story of how they came to understand the figure they called the Iceman—who he was and where he came from. This excerpt describes the Iceman's final hours.

Primary Source

Evidently overtaken by a blizzard or sudden fog, or both, the Iceman was in a state of total exhaustion. In a gully in the rock, perhaps familiar to him from previous crossings of the pass, he sought what shelter he could from the bad weather. With his failing strength he settled down for the night. He deposited his axe, bow and backpack on the ledge of the rock. It is possible that he consumed here the last of his food store: a piece of tough dried ibex1 meat. Two bone splinters had inadvertently been left in the strip of meat as he cut it off: these he chewed off and spat out. Meanwhile it had grown dark. To press on might prove fatal. It was snowing ceaselessly, and in the gale the icy cold penetrated his clothes. A terrible fatigue engulfed his limbs. Between his will to survive and increasing indifference towards his physical danger he once more pulled himself together. He knew that to fall asleep meant death. He reeled forward a few more steps. He dropped his quiver. Below him there was only loose scree.2 He tripped and fell heavily against a boulder. The container with the hot embers slipped from his hand; his cap fell off. Again pain pierced the right side of his chest.



▲ The Iceman The frozen mummy of a 5,300-year-old hunter called the Iceman is moved by scientists from its resting place in the Alps.

He only wanted a short rest, but his need for sleep was stronger than his willpower. . . . He turned on to his left side to dull the pain. He laid his head on the rock. His senses numbed, he no longer noticed the awkward position of his folded ear. His left arm, its muscles relaxed and probably slightly bent at the elbow, lay in front of him. His right arm was almost extended and was hanging down forward. His feet rested one on the other; the left shoe under the right. Soon his clothes froze to the rough ground. He was no longer aware that he was freezing to death. Overnight the body froze stiff.

1. **ibex:** wild goat 2. **scree:** loose rock

DOCUMENT-BASED QUESTIONS

- 1. Why might falling asleep have been dangerous for the Iceman?
- 2. What happened that helped preserve the body of the Iceman?

Chapter Connection For more about the Iceman, see Chapter 1, Section 1.

from The Epic of Gilgamesh

Translated by N.K. Sandars

Background: The Epic of Gilgamesh is one of the oldest surviving works of literature. Like most epics, it is based to some degree on fact. Most scholars think that Gilgamesh was a Sumerian king who ruled over the city of Uruk around 2700 B.C. In the centuries following his death, stories about him grew. Through the oral tradition of storytelling, Gilgamesh developed over time into a legendary figure. In the following excerpt, Enkidu (Gilgamesh's friend) has died, and Gilgamesh experiences for the first time the human emotions of grief and fear.

Primary Source

Bitterly Gilgamesh wept for his friend Enkidu; he wandered over the wilderness as a hunter, he roamed over the plains; in his bitterness he cried, "How can I rest, how can I be at peace? Despair is in my heart. What my brother is now, that shall I be when I am dead. Because I am afraid of death I will go as best I can to find Utnapishtim¹ whom they call the Faraway, for he has entered the assembly of the gods." So Gilgamesh traveled over the wilderness, he wandered over the grasslands, a long journey, in search of Utnapishtim, whom the gods took after the deluge;² and they set him to live in the land of Dilmun,³ in the garden of the sun; and to him alone of men they gave everlasting life.

At night when he came to the mountain passes Gilgamesh prayed: "In these mountain passes long ago I saw lions, I was afraid and I lifted my eyes to the moon; I prayed and my prayers went up to the gods, so now, O moon god Sin, protect me." When he had prayed he lay down to sleep, until he was woken from out of a dream. He saw the lions round him glorying in life; then he took his axe in his hand, he drew his sword from his belt, and he fell upon them like an arrow from the string, and struck and destroyed and scattered them.



▲ Gilgamesh
Assyrian stone
relief of Gilgamesh

- 1. **Utnapishtim** (OOT•nuh•PEESH•tuhm): Friend of the Sumerian god Ea, he and his wife survive a flood and are the only mortals to be granted the gift of eternal life.
- 2. deluge: unusually heavy flood
- 3. Dilmun: paradise in the world of the gods

DOCUMENT-BASED QUESTIONS

- 1. Why is Gilgamesh grieving at the beginning of this excerpt?
- 2. What danger does Gilgamesh encounter as he begins his journey to find Utnapishtim, and how does he deal with the danger?

Chapter Connection For more about Sumerian civilization, see Chapter 2, Section 2.

from the Hebrew Bible: The Creation

Background: The Book of Genesis is the first book in the Torah, or Hebrew Bible. It tells the history of the Hebrew people. According to Genesis, God created the world in six days. The excerpts below tell what God created on the first and sixth days of creation.

Primary Source

THE FIRST DAY

When God began to create heaven and earth—the earth being unformed and void,¹ with darkness over the surface of the deep and a wind from God sweeping over the water—God said, "Let there be light"; and there was light. God saw that the light was good, and God separated the light from the darkness. God called the light Day, and the darkness He called Night. And there was evening and there was morning, a first day.

THE SIXTH DAY

God said, "Let the earth bring forth every kind of living creature: cattle, creeping things, and wild beasts of every kind." And it was so. God made wild beasts of every kind, and cattle of every kind, and all kinds of creeping things of the earth. And God saw that this was good. And God said, "Let us make man in our image, after our likeness. They shall rule the fish of the sea, the birds of the sky, the cattle, the whole earth, and all the creeping things that creep on earth." And God created man in His image, in the image of God He created him; male and female He created them. God blessed them and God said to them. "Be fertile and increase, fill the earth and master it; and rule the fish of the sea, and the birds of the sky, and all living things that creep on earth."



Sistine Chapel Detail of Michelangelo's Sistine Chapel ceiling, showing the creation of the stars and planets

God said, "See, I give you every seed-bearing plant that is upon all the earth, and every tree that has seed-bearing fruit; they shall be yours for food. And to all the animals on the land, to all the birds of the sky, and to everything that creeps on earth, in which there is the breath of life, [I give] all the green plants for food." And it was so. And God saw all that He had made, and found it very good. And there was evening and there was morning, the sixth day.

1. void: empty

DOCUMENT-BASED QUESTIONS

- 1. What does God create on the first day?
- 2. To whom does God give control over the world's living creatures?

Chapter Connection For more about the ancient Hebrews, see Chapter 3, Section 1.

from the **Book of the Dead**

Translated by E.A. Wallis Budge

Background: The Egyptian *Book of the Dead* is a series of texts intended to assist the soul in the search for happiness in the afterlife. Egyptians believed that after death an individual faced 42 gods and testified about his or her behavior on the earth. That testimony was called the negative confession. The excerpt below contains some of that confession.

Primary Source

Hail, Hept-khet, who comest forth from Kher-aha, I have not committed robbery with violence.

Hail, Fenti, who comest forth from Khemenu, I have not stolen.

Hail, Am-khaibit, who comest forth from Qernet, I have not slain men and women.

Hail, Neha-her, who comest forth from Rasta, I have not stolen grain.

Hail, Unem-besek, who comest forth from Mabit, I have not stolen cultivated land.

Hail, Ari-em-ab-f, who comest forth from Tebu, I have never stopped [the flow of] water.

Book of the Dead This illustration comes from the Book of the Dead. ▼



DOCUMENT-BASED QUESTIONS

- 1. Why might stopping the flow of water have been a serious offense or crime in ancient Egypt?
- 2. What did Egyptians hope to do by making this confession?

Chapter Connection For more on beliefs about the afterlife in ancient Egypt, see Chapter 4, Section 2.

from the **Bhagavad-Gita**

Translated by Barbara Stoler Miller

Background: The *Bhagavad-Gita* is a beloved and widely translated religious work of India. It begins on the eve of battle, as the warrior-prince Arjuna sees his uncles, cousins, friends, and teachers lined up on the field against him. Overcome with grief at the thought of fighting against, and possibly killing, his relatives, Arjuna refuses to fight. The deity Krishna explains to Arjuna that as a warrior he has a sacred duty to fight.

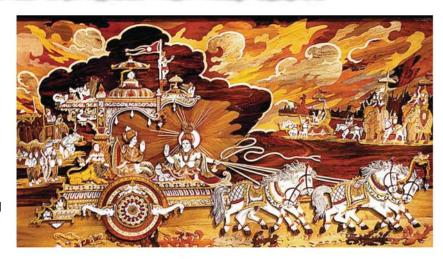
Primary Source

Our bodies are known to end, but the embodied self¹ is enduring, indestructible, and immeasurable; therefore, Arjuna, fight the battle!

He who thinks this self a killer and he who thinks it killed, both fail to understand; it does not kill, nor is it killed. It is not born, it does not die; having been, it will never not be; unborn, enduring, constant, and primordial,² it is not killed when the body is killed.

Arjuna, when a man knows the self to be indestructible, enduring, unborn, unchanging, how does he kill or cause anyone to kill?

- 1. embodied self: soul or spirit
- 2. primordial: first; original



War Chariot Arjuna is led into battle by his chariot driver, Krishna. ▶

DOCUMENT-BASED QUESTIONS

- **1.** Why does Arjuna not want to fight?
- 2. What argument does Krishna use to urge Arjuna to fight?

Chapter Connection For more about the *Bhagavad-Gita*, see Chapter 5, Section 2.

from the Analects of Confucius

Translated by Simon Lees

Background: Confucius was a great Chinese teacher who lived from 551 to 479 B.C. The *Analects* presents the teachings of Confucius on how people should live to create an orderly and just society. The *Analects* is a collection of about 500 sayings, dialogues, and brief stories. It was put together over many years following the death of Confucius.

Primary Source

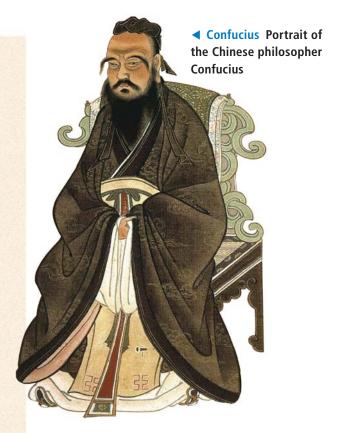
The Master¹ said: "He who rules by virtue is like the polestar,² which remains unmoving in its mansion while all the other stars revolve respectfully around it." (2.1)

The Master said: "To study without thinking is futile.³ To think without studying is dangerous." (2.15)

Lord Ji Kang asked: "What should I do in order to make the people respectful, loyal, and zealous?" The Master said: "Approach them with dignity and they will be respectful. Be yourself a good son and a kind father, and they will be loyal. Raise the good and train the incompetent, and they will be zealous." (2.20)

The Master said: "Set your heart upon the Way;⁵ rely upon moral power; follow goodness; enjoy the arts." (7.6)

The Master said: "A gentleman abides by three principles which I am unable to follow: his humanity knows no anxiety; his wisdom knows no hesitation; his courage knows no fear." Zigong⁶ said: "Master, you have just drawn your own portrait." (14.28)



- 1. the Master: Confucius
- 2. **polestar:** the North Star, which appears to remain in the same place in the sky as the earth rotates
- 3. futile: useless
- 4. **zealous**: enthusiastic
- 5. Way: ideal pattern of behavior
- 6. Zigong: a student

DOCUMENT-BASED QUESTIONS

- **1.** What kinds of behavior does Confucius talk about in the *Analects?*
- 2. What kind of person does Confucius seem to have been?

Chapter Connection For more about Confucius, see Chapter 6, Section 2.

from the *lliad*

By Homer Translated by Robert Fagles

Background: Homer has long been recognized as one of the world's greatest poets. It is likely that Homer was a singer-poet. He told about the Trojan War, a ten-year war waged by Greeks against the wealthy city of Troy, or Ilium, in Asia Minor. In the late 1800s, archaeologists discovered the ruins of ancient Troy. Most scholars now believe that Greek armies probably did attack Troy sometime in the 1200s B.C. Many scholars think that the *Iliad* was created in the 700s B.C. The Greek warrior Achilles enters the battle after his best friend, Patroclus, has been killed by the Trojan hero Hector. Achilles kills every Trojan in his path until he finally meets Hector in single combat outside the city walls.

Primary Source

Athena¹ luring him [Hector] on with all her immortal cunning—and now, at last, as the two came closing for the kill it was tall Hector, helmet flashing, who led off: "No more running from you in fear, Achilles! Not as before. Three times I fled around the great city of Priam—I lacked courage then to stand your onslaught. Now my spirit stirs me to meet you face-to-face. Now kill or be killed! Come, we'll swear to the gods, the highest witnesses—the gods will oversee our binding pacts. I swear I will never mutilate you—merciless as you are—if Zeus² allows me to last it out and tear your life away. But once I've stripped your glorious armor, Achilles, I will give your body back to your loyal comrades. Swear you'll do the same."

- Athena (uh•THEE•nuh): goddess of wisdom and warfare; protects the Greeks
- 2. **Zeus (zoos)**: king of the gods, father of Athena

Greek Vase Achilles and Hector duel on this Greek vase, c. 490 B.C. ▶



from the **lliad** (continued)



(continued)

A swift dark glance and the headstrong runner³ answered, "Hector, stop! You unforgivable, you . . . don't talk to me of pacts. There are no binding oaths between men and lions—wolves and lambs can enjoy no meeting of the minds—they are all bent on hating each other to the death. So with you and me. No love between us. No truce till one or the other falls and gluts with blood Ares⁴ who hacks at men behind his rawhide shield. Come, call up whatever courage you can muster. Life or death—now prove yourself a spearman, a daring man of war! No more escape for you—Athena will kill you with my spear in just a moment. Now you'll pay at a stroke for all my comrades' grief, all you killed in the fury of your spear!"

▲ Painting Achilles in his chariot

3. headstrong runner: Achilles4. Ares (AIR•eez): the god of war

DOCUMENT-BASED QUESTIONS

- 1. What pact does Hector wish to make with Achilles before they fight?
- 2. Why does Achilles reject the pact?

Chapter Connection For more about Homer and the *Iliad*, see Chapter 7, Section 2.

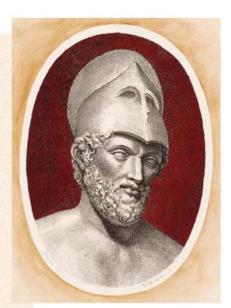
from History of the Peloponnesian War

By Thucydides
Translated by Rex Warner

Background: Thucydides (thoo•SIHD•ih•DEEZ) was a Greek historian who wrote about the bitter 27-year-long war between Athens and Sparta. He may have been in attendance when Pericles, the greatest Athenian statesman of his time, gave a funeral oration for soldiers killed in the first year of the war. In the following excerpt, Pericles speaks of the special qualities of Athenians.

Primary Source

Our love of what is beautiful does not lead to extravagance; our love of the things of the mind does not make us soft. We regard wealth as something to be properly used, rather than as something to boast about. As for poverty, no one need be ashamed to admit it: the real shame is in not taking practical measures to escape from it. Here each individual is interested not only in his own affairs but in the affairs of the state as well: even those who are mostly occupied with their own business are extremely wellinformed on general politics—this is a peculiarity of ours: we do not say that a man who takes no interest in politics is a man who minds his own business; we say that he has no business here at all. We Athenians, in our own persons, take our decisions on policy or submit them to proper discussions: for we do not think that there is an incompatibility¹ between words and deeds; the worst thing is to rush into action before the consequences have been properly debated. And this is another point where we differ from other people. We are capable at the same time of taking risks and of estimating them beforehand. Others are brave out of ignorance; and, when they stop to think, they begin to fear. But the man who can most truly be accounted brave is he who best knows the meaning of what is sweet in life and of what is terrible, and then goes out undeterred² to meet what is to come.



▲ Pericles Portrait of Pericles, the Athenian statesman

1. incompatibility: lack of harmony; conflict

2. undeterred: not discouraged

DOCUMENT-BASED QUESTIONS

- **1.** Why did the Athenians view public discussion as useful before taking action?
- **2.** What was Pericles' definition of courage?

Chapter Connection For more about Pericles' funeral oration, see Chapter 8, Section 3.

from The Life of Caesar

By Suetonius Translated by Robert Graves

Background: Julius Caesar was a member of a noble Roman family. He became a great general and sole ruler of Rome. He was assassinated in 44 B.C. More than a century after his death, a Roman historian named Suetonius wrote a biography of this powerful leader.

Primary Source

Caesar was a most skillful swordsman and horseman, and showed surprising powers of endurance. He always led his army, more often on foot than in the saddle, went bareheaded in sun and rain alike, and could travel for long distances at incredible speed in a gig,¹ taking very little luggage. If he reached an unfordable² river he would either swim or propel himself across it on an inflated skin; and often arrived at his destination before the messengers whom he had sent ahead to announce his approach. . . .

Sometimes he fought after careful tactical planning, sometimes on the spur of the moment—at the end of a march, often; or in miserable weather, when he would be least expected to make a move. . . . It was his rule never to let enemy troops rally when he had routed them, and always therefore to assault their camp at once. If the fight were a hard-fought one he used to send the chargers³ away—his own among the first—as a warning that those who feared to stand their ground need not hope to escape on horseback.

1. gig: light two-wheeled carriage drawn by one horse

2. unfordable: uncrossable

3. chargers: horses trained for battle

Julius Caesar Bronze statue of Julius Caesar ▼



DOCUMENT-BASED QUESTIONS

- 1. What were some of the personal qualities of Julius Caesar?
- 2. How did Caesar employ the element of surprise?

Chapter Connection For more about Julius Caesar, see Chapter 9, Section 2.

from Letter 123

By Jerome Translated by W.H. Freemantle

Background: Jerome, who lived from about A.D. 340 to 420, was one of the leading Christian scholars of the late Roman Empire. In the following excerpts from a letter written in 409, Jerome discusses the fall of the Roman Empire.

Primary Source

I shall now say a few words of our present miseries. A few of us have hitherto survived them, but this is due not to anything we have done ourselves but to the mercy of the Lord. Savage tribes in countless numbers have overrun all parts of Gaul. The whole country between the Alps and the Pyrenees, between the Rhine and the Ocean, has been laid waste by hordes of Quadi, Vandals, Sarmatians, Alans, Gepids, Herules, Saxons, Burgundians, Allemanni and—alas! . . . —even Pannonians. . . .

I say nothing of other places that I may not seem to despair of God's mercy. All that is ours now from the Pontic Sea to the Julian Alps² in days gone by once ceased to be ours. For thirty years the barbarians burst the barrier of the Danube and fought in the heart of the Roman Empire. Long use dried our tears. For all but a few old people had been born either in captivity or during a blockade, and consequently they did not miss a liberty which they had never known. Yet who will hereafter credit the fact or what histories will seriously discuss it, that Rome has to fight within her own borders not for glory but for bare life; and that she does not even fight but buys the right to exist by giving gold and sacrificing all her substance?



▲ Jerome

This painting of

Jerome shows him

holding a Bible.

- 1. Quadi, Vandals, Sarmatians, Alans, Gepids, Herules, Saxons, Burgundians, Alemanni . . . Pannonians: barbarian tribes from northern and central Europe
- 2. from the Pontic Sea to the Julian Alps: from the Black Sea to northeastern Italy

DOCUMENT-BASED QUESTIONS

- **1.** What event allowed war to be waged in the middle of the Roman Empire?
- 2. What do you think Jerome means by the statement "all that is ours now . . . once ceased to be ours"?

Chapter Connection For more about the fall of the Roman Empire, see Chapter 10, Section 2.

from the Qur'an

Translated by N.J. Dawood

Background: Muslims believe that the archangel Gabriel revealed the word of God to the prophet Muhammad. Gabriel's revelations were collected in a book known as the Qur'an. The teachings in the Qur'an form the basis of Islam. The following excerpt deals with God's relationship with the faithful.

Primary Source

By the light of day, and by the dark of night, your Lord has not forsaken you,¹ nor does He abhor² you.

The life to come holds a richer prize for you than this present life. You shall be gratified with what your Lord will give you.

Did He not find you an orphan and give you shelter?

Did He not find you in error and guide you?

Did He not find you poor and enrich you?

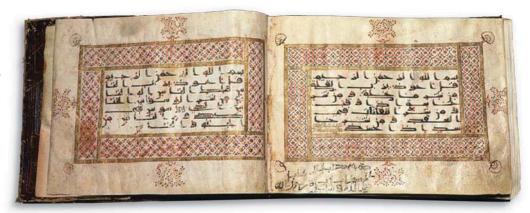
Therefore do not wrong the orphan, nor chide³ away the beggar. But proclaim the goodness of your Lord.

1. you: Muhammad

2. abhor: hate

3. chide: scold

Qur'an Two pages of the Qur'an written in Kufic script, an early form of Arabic writing ▶



DOCUMENT-BASED QUESTIONS

- **1.** How does this excerpt describe the afterlife?
- 2. According to this excerpt, how should a person deal with orphans and beggars? Why?

Chapter Connection For more about the Qur'an, see Chapter 11, Section 1.

from a **Description of Great Zimbabwe**

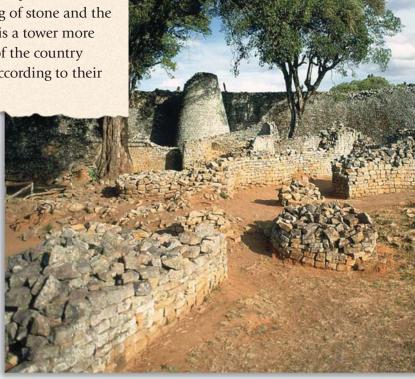
By Vicente Pegado

Background: Vicente Pegado was a Portuguese captain stationed in southern Africa during the 1530s. He encountered Great Zimbabawe, the former center of the Shona empire. In the following excerpt, Pegado describes the Great Enclosure of Great Zimbabwe. The Shona people built this structure during the 1300s and 1400s.

Primary Source

Among the gold mines of the inland plains between the Limpopo and Zambezi rivers [there is a] . . . fortress built of stones of marvelous size, and there appears to be no mortar joining them. . . . This edifice¹ is almost surrounded by hills, upon which are others resembling it in the fashioning of stone and the absence of mortar, and one of them is a tower more than 12 fathoms² high. The natives of the country call these edifices Symbaoe, which according to their language signifies court.

edifice: building
 12 fathoms: 72 feet



Great Zimbabwe A view of the Great Enclosure at Great Zimbabwe ▶

DOCUMENT-BASED QUESTIONS

- 1. Of what was the Great Enclosure made?
- 2. Do you think that Pegado was impressed by the Great Enclosure? Explain your answer.

Chapter Connection For more about Great Zimbabwe, see Chapter 12, Section 3.

from an Aztec Account of the Conquest of Mexico

Translated by Lysander Kemp

Background: In 1519, Hernán Cortés landed in what is now Mexico. After several months of hard marching, he reached the Aztec capital, Tenochtitlán. Some Aztecs wrote accounts that described the impact of Cortés' arrival. The following excerpt discusses the first meeting between Cortés and the Aztec ruler, Montezuma II.

Primary Source

Cortés asked him: "Are you Motecuhzoma¹? Are you the king? Is it true that you are the king Motecuhzoma?"

And the king said: "Yes, I am Motecuhzoma." Then he stood up to welcome Cortés; he came forward, bowed his head low and addressed him in these words: "Our lord, you are weary. The journey has tired you, but now you have arrived on the earth. You have come to your city, Mexico. You have come here to sit on your throne. . . .

"No, it is not a dream. I am not walking in my sleep. I am not seeing you in my dreams. . . . And now you have come out of the clouds and mists to sit on your throne again.

"This was foretold by the kings who governed your city, and now it has taken place. You have come back to us; you have come down from the sky. Rest now, and take possession of your royal houses. Welcome to your land, my lords!"

When Motecuhzoma had finished, La Malinche² translated his address into Spanish so that the Captain³ could understand it. Cortés replied in his strange and savage tongue, speaking first to La Malinche: "Tell Motecuhzoma that we are his friends. There is nothing to fear. We have wanted to see him for a long time, and now we have seen his face and heard his words. Tell him that we love him well and that our hearts are contented."



▲ Cortés An engraving of Hernán Cortés

- 1. Motecuhzoma: Montezuma
- 2. La Malinche: young Aztec woman who acted as a translator for Cortés
- 3. the Captain: Cortés

DOCUMENT-BASED QUESTIONS

- 1. How would you describe Montezuma's speech to Cortés?
- 2. Many Aztecs believed that Cortés was the god Quetzalcoatl. What in Montezuma's speech suggests that he also believed this?

Chapter Connection For more about Cortés and Montezuma, see Chapter 13, Section 2.

from The Travels of Marco Polo

By Marco Polo Translated by William Marsden

Background: During the late 1200s, the Italian merchant Marco Polo traveled to China. The journey, and his stay in China, lasted 24 years. After he returned to Italy, Polo published *The Travels of Marco Polo*, an account of his trip. The work increased European interest in Asia. In the following excerpt, Polo describes the nomadic life of the Mongols, whom he calls the Tartars.

Primary Source

Now that I have begun speaking of the Tartars, I will tell you more about them. The Tartars never remain fixed, but as the winter approaches remove to the plains of a warmer region, to find sufficient pasture for their cattle; and in summer they frequent¹ cold areas in the mountains, where there is water and verdure², and their cattle are free from the annoyance of horseflies and other biting insects. During two or three months they go progressively higher and seek fresh pasture, the grass not being adequate in any one place to feed . . . their [large] herds and flocks. . . . Their huts or tents are formed of rods covered with felt, exactly round, and nicely put together, so they can gather them into one bundle, and make them up as packages, which they carry along with them in their migrations upon a sort of car with four wheels. When they have occasion to set them up again, they always make the entrance front to the south.

▲ Marco Polo An engraving of Marco Polo from the early 1800s

1. frequent: visit

2. verdure: green vegetation

DOCUMENT-BASED QUESTIONS

- **1.** Why did the Mongols move to warmer regions as winter approached?
- 2. How did the Mongols transport their tents?

Chapter Connection For more about the Mongols, see Chapter 14, Section 3.

from The Tale of Genji

By Murasaki Shikibu Translated by Royall Tyler

Background: Murasaki Shikibu wrote *The Tale of Genji* during the 1000s. This work is considered the world's first important novel. It tells the story of Prince Genji and his life at the imperial court. In the following excerpt, Genji performs a dance for the emperor, whom the author refers to as His Majesty.

Primary Source

Captain Genji danced "Blue Sea Waves." His partner the Secretary Captain, His Excellency of the Left's son, certainly stood out in looks and skill, but beside Genji he was only a common mountain tree next to a blossoming cherry. As the music swelled and the piece reached its climax in the clear light of the late-afternoon sun, the cast of Genji's features and his dancing gave the familiar steps an unearthly quality. His singing of the verse could have been the Lord Buddha's kalavinka voice in paradise. His Majesty was sufficiently transported² with delight to wipe his eyes, and all the senior nobles and Princes wept. When the verse was over, when Genji tossed his sleeves again to straighten them and the music rose once more in response, his face glowed with a still-greater beauty.

- 1. *kalavinka* **voice in paradise**: The Buddha's voice was often compared to that of the *kalavinka*, a bird that sings in paradise.
- 2. transported: overcome



▲ Murasaki Shikibu The author of *The Tale of Genji*, Murasaki Shikibu,

based the story on her experiences

at the Japanese court.

DOCUMENT-BASED QUESTIONS

- **1.** How did Genji compare to his dance partner?
- 2. How did the emperor respond to the dance?

Chapter Connection For more about Murasaki Shikibu and *The Tale of Genji, see* Chapter 15, Section 1.

from **Beowulf**

Translated by Burton Raffel

Background: Beowulf is an epic poem that was probably written during the 700s. It is considered the first great work of English literature. The poem tells about the adventures of Beowulf, a great warrior and king of the Geats. In this excerpt, Beowulf and a fellow warrior, Wiglaf, battle a fire-breathing dragon.

Primary Source

Waves of fire swept at his shield And the edge began to burn. His mail¹ shirt Could not help him, but before his hands dropped The blazing wood Wiglaf jumped Behind Beowulf's shield; his own was burned To ashes. Then the famous old hero, remembering Days of glory, lifted what was left Of Nagling, his ancient sword, and swung it With all his strength, smashed the gray Blade into the beast's head. But then Nagling Broke to pieces, as iron always Had in Beowulf's hands. His arms Were too strong, the hardest blade could not help him, The most wonderfully worked. He carried them to war But fate had decreed that the Geats' great king Would be no better for any weapon.

Then the monster charged again, vomiting Fire, wild with pain, rushed out Fierce and dreadful, its fear forgotten. Watching for its chance it drove its tusks Into Beowulf's neck; he staggered, the blood Came flooding forth, fell like rain.



▲ Beowulf This painting shows Beowulf raising his broken sword against the dragon.

1. mail: armor made of linked chains

DOCUMENT-BASED QUESTIONS

- 1. In the first six lines, what happens to Wiglaf's shield?
- **2.** Who seems to be winning the battle? Why?

Chapter Connection For more on medieval Europe, see Chapter 16, Section 1.

from the Ninety-Five Theses

By Martin Luther Translated by Adolph Spaeth

Background: Born in Germany in 1483, Martin Luther decided to become a monk in his early 20s. However, he became disillusioned with the Catholic Church. Among other things, Luther disagreed with the Church's practice of selling letters of pardon, also known as indulgences. People thought that these letters might reduce their punishments for earthly sins. In 1517, Luther listed all of the disputes that he had with the Church in his Ninety-Five Theses. The following excerpt includes six of the theses.

Primary Source

- 32. They will be condemned eternally, together with their teachers, who believe themselves sure of their salvation because they have letters of pardon. . . .
- 36. Every truly repentant Christian has a right to full remission of penalty and guilt, even without letters of pardon.
- 37. Every true Christian, whether living or dead, has part in all the blessings of Christ and the Church; and this is granted him by God, even without letters of pardon. . . .
- 44. Love grows by works of love, and man becomes better; but by pardons man does not grow better, only more free from penalty. . . .
- 94. Christians are to be exhorted² that they be diligent in following Christ, their Head, through penalties, deaths, and hell;
- 95. And thus be confident of entering into heaven rather through many tribulations,³ than through the assurance⁴ of peace.



▲ Martin Luther This portrait, painted by Lucas Cranach the Elder, shows Luther in 1529.

1. **remission of:** forgiveness for

2. exhorted: urged3. tribulations: troubles4. assurance: promise

DOCUMENT-BASED QUESTIONS

- 1. According to Luther, what will happen to people who believe they are saved because they have letters of pardon?
- 2. According to Luther, how does love grow, and what is the impact of the growth of love on people?

Chapter Connection For more about Luther's Ninety-Five Theses, see Chapter 17, Section 3.

from the Journal of Christopher Columbus

Background: Italian explorer Christopher Columbus hoped to find a shorter trade route to Asia. He convinced the Spanish monarchs Ferdinand and Isabella that a ship sailing westward would reach Asia more quickly than a ship sailing eastward. Ferdinand and Isabella financed a westward voyage led by Columbus in 1492. During the voyage, Columbus kept a journal. In the following excerpts, Columbus describes the last few days before reaching land. Note that Columbus refers to himself as "the Admiral" and "he."

Primary Source

Sunday, 7 October. Continued their course west and sailed twelve miles an hour, for two hours, then eight miles an hour. . . . Observing large flocks of birds coming from the North and making for the southwest, whereby it was rendered probable that they were either going to land to pass the night, or abandoning the countries of the north, on account of the approaching winter, he determined to alter his course, knowing also that the Portuguese had discovered most of the islands they possessed by attending to² the flight of birds. . . .

Wednesday, 10 October. Steered west-southwest and sailed at times ten miles an hour, at others twelve, and at others, seven. . . . Here the men lost all patience, and complained of the length of the voyage, but the Admiral encouraged them in the best manner he could, representing the profits they were about to acquire, and adding that it was to no purpose to complain, having come so far, they had nothing to do but continue on to the

Indies, till with the help of our Lord, they should arrive there.

Thursday, 11 October. Steered west-southwest; and encountered a heavier sea than they had met with before in the whole voyage. Saw . . . a green rush³ near the vessel. The crew of the *Pinta*⁴ saw a cane and a log; they also picked up a stick which appeared to have been carved with an iron tool, a piece of cane, a plant which grows on land, and a board. The crew of the *Niña*⁵ saw other signs of land, and a stalk loaded with rose berries. These signs encouraged them, and they all grew cheerful. Sailed this day till sunset, twenty-seven leagues. . . .

As the *Pinta* was the swiftest sailer, and kept ahead of the Admiral, she discovered land and made the signals which had been ordered. The land was first seen by a sailor called Rodrigo de Triana.

- 1. rendered: shown to be
- 2. attending to: watching
- 3. **green rush**: plant that grows in marshes
- 4. *Pinta*: one of Columbus' ships
- 5. Niña: another of Columbus' ships

DOCUMENT-BASED QUESTIONS

- 1. How did Columbus encourage the crew when they began to complain about the length of the voyage?
- 2. What signs indicated to Columbus and his crew that they were nearing land?

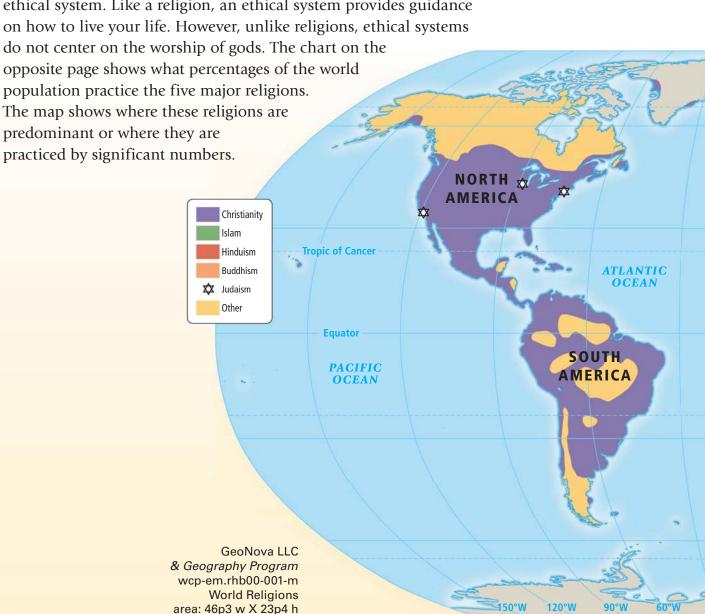
Chapter Connection For more about Christopher Columbus' voyages to the Americas, see Chapter 18, Section 2.

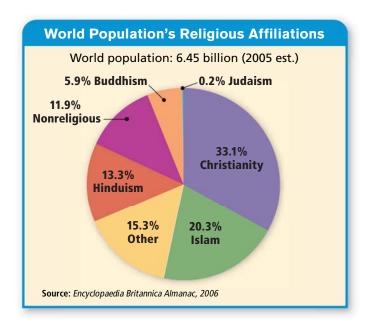
World Religions and Ethical Systems

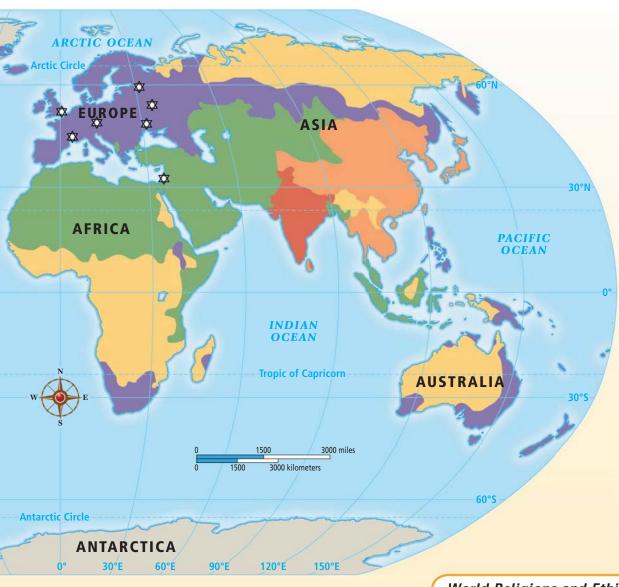
A Global View

A religion is an organized system of beliefs and practices, often centered on one or more gods. In this book, you have learned about many different religions and their impact on the world. Religions have guided people's beliefs and actions for thousands of years. They have brought people together. But they have also torn them apart.

Religions are powerful forces today as well. They affect everything from what people wear to how they behave. There are thousands of religions in the world. In the following pages, you will learn about five major religions: Buddhism, Christianity, Hinduism, Islam, and Judaism. You will also learn about Confucianism, an ethical system. Like a religion, an ethical system provides guidance on how to live your life. However, unlike religions, ethical systems do not center on the worship of gods. The chart on the







Buddhism

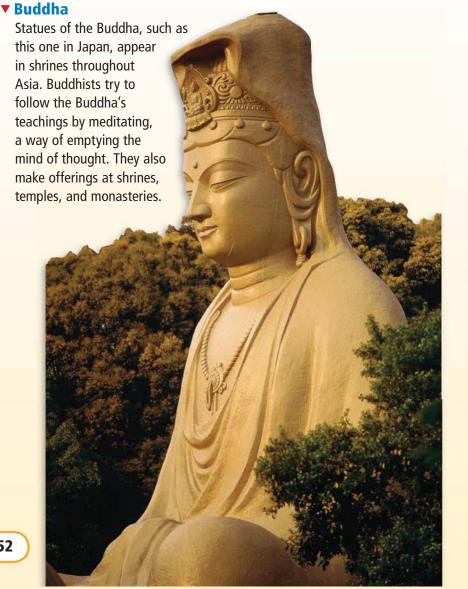
Buddhism began in India in the 500s B.C. The religion was founded by Siddhartha Gautama (sihd•DAHR•tuh GAW•tuh•muh), who came to be known as the Buddha. Buddha means "enlightened one." He was born into a noble family but left home to search for enlightenment, or wisdom. The Buddha is said to have achieved enlightenment after long study. According to Buddhist tradition, he taught his followers that the way to end suffering was by practicing the Noble Eightfold Path. This path involved observing the following: right opinions, right desires, right speech, right action, right job, right effort, right concentration, and right meditation.

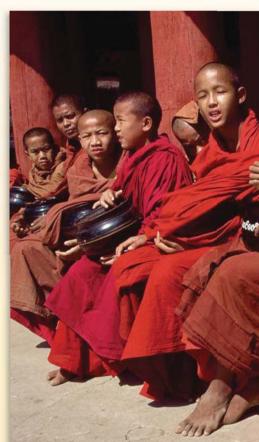
After the Buddha's death, Buddhism spread in India, Ceylon, and central Asia. Missionaries spread the faith. Buddhist ideas also traveled along trade routes. The religion, however, did not survive on Indian soil. Today, most Buddhists live in Sri Lanka (formerly Ceylon), East Asia, Southeast Asia, and Japan.

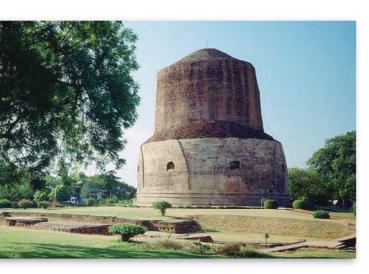


Monks

Buddhist monks dedicate their entire lives to the teachings of the Buddha. They live together in religious communities called monasteries. There, the monks lead lives of poverty, meditation, and study. In this photograph, young Buddhist monks in Myanmar hold their begging bowls.

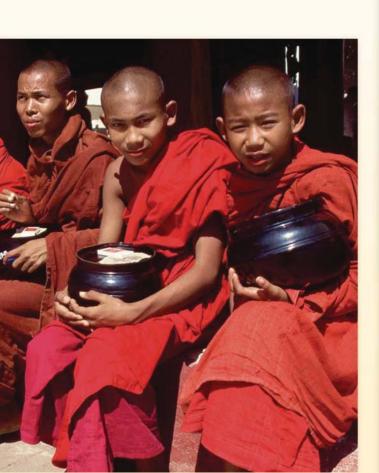






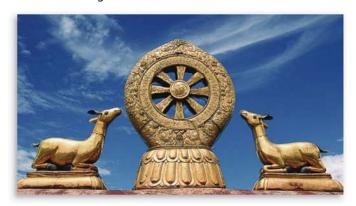
▲ Pilgrimage

For centuries, Buddhists have come to visit places in India and Nepal associated with the Buddha's life. These sites include the Buddha's birthplace and the fig tree where he achieved his enlightenment. Worshipers also visit the Dhamekha Stupa (above) in Sarnath, India, the site of the Buddha's first sermon.



Learn More About Buddhism

Symbol The Buddha's teaching, known as the dharma, is often symbolized by a wheel because his teaching was intended to end the cycle of births and deaths. The Buddha is said to have "set in motion the wheel of the dharma" during his first sermon.



Primary Source

The Buddha called his insight into the nature of suffering the Four Noble Truths. In the following selection, the Buddha tells his followers how they can end suffering and find enlightenment. The path involves understanding that life on Earth is brief and full of sadness. It also involves giving up selfish desire.

All created things are transitory [short-lived]; those who realize this are freed from suffering. This is the path that leads to pure wisdom.

All created beings are involved in sorrow; those who realize this are freed from suffering. This is the path that leads to pure wisdom.

All states are without self; those who realize this are freed from suffering. This is the path that leads to pure wisdom.

> from the Dhammapada Translated by Eknath Easwaran

Christianity

Christianity is the largest religion in the world, with about 2 billion followers. It is based on the life and teachings of Jesus, as described in the Bible's New Testament. Jesus, a Jew, taught many ideas from the Jewish tradition. Some biblical prophets had spoken of a day when a promised figure would come to save all of humankind. By the end of the first century A.D., many Jews and non-Jews had come to believe that Jesus was the one who would make this happen. Now called "Christians," they spread their faith throughout the Roman Empire.

Christians regard Jesus as the Son of God. They believe that Jesus entered the world and died to save humanity.



▼ Easter and Palm Sunday

On Easter, Christians celebrate their belief in Jesus' resurrection, or his being raised to heavenly life after he was put to death. The Sunday before Easter, Christians observe Palm Sunday. This day celebrates Jesus' triumphal entry into Jerusalem. Palm branches, like those carried in this procession in El Salvador, were spread before him.





▲ Jesus and the Disciples

Jesus' followers included 12 disciples, or pupils. Jesus passed on his teachings to his disciples. This painting from the 1400s shows Jesus with his disciples.

▼ St. Paul's Cathedral

Paul was a missionary who spread Christian beliefs throughout the Roman Empire. He started churches almost everywhere he went. Many churches today, such as this great cathedral in London, are named for Paul.



Learn More About Christianity

Symbol According to the New Testament, Jesus was crucified, or put to death on a cross. As a result, the cross became an important symbol of Christianity. It represents the belief that Jesus died to save humanity.



Primary Source

One of Jesus' most famous sermons is the Sermon on the Mount. In this talk, Jesus provided guidance to his followers. His words were written down in the New Testament, the part of the Bible that describes the teachings of Jesus. In the following verses, Jesus explains that people can be saved by opening their hearts to God and by treating others as they would like to be treated.

Ask, and it will be given you; seek, and you will find; knock, and it will be opened to you. For every one who asks receives, and he who seeks finds, and to him who knocks it will be opened. Or what man of you, if his son asks him for a loaf, will give him a stone? Or if he asks for a fish, will give him a serpent? If you then, who are evil, know how to give good gifts to your children, how much more will your Father who is in heaven give good things to those who ask him? So whatever you wish that men would do to you, do so to them; for this is the law and the prophets.

Matthew 7:7-12

Hinduism

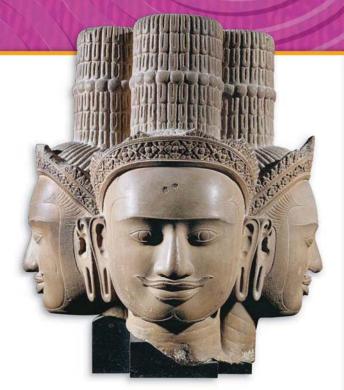
Hinduism is a way of life guided by religious beliefs and practices that developed over thousands of years. Hindus believe that a supreme being called Brahman is the soul of the universe. The same presence, they believe, can also be found within each person. People can be freed from suffering and desires once they understand the nature of Brahman. The religious practices of Hindus include prayer, meditation, selfless acts, and worship of the various Hindu deities.

Today, Hinduism is the major religion of India and Nepal. It also has followers in Indonesia, Africa, Europe, and the Western Hemisphere.

▼ Festival of Diwali

Diwali, the Festival of Lights, is the most important festival in India. Diwali may have begun as a harvest festival in ancient India. Today, it marks the beginning of the year for many Hindus. They celebrate the festival by lighting candles and lamps, as shown in this photograph.



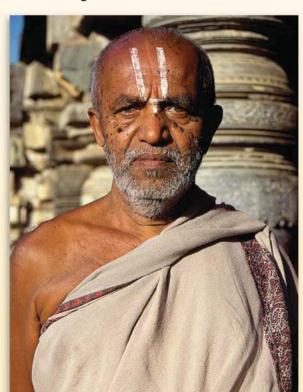


▲ Deities

Brahman often takes the form of three deities in Hinduism. Brahma is the creator of the universe. Vishnu is its protector. Shiva is its destroyer. All three deities are represented in this sculpture.

▼ Brahmin Priest

Brahmin priests, like the one shown here, are among Hinduism's religious leaders. These priests take care of the holy images in temples and read from the religion's sacred books.



Learn More About Hinduism

Symbol The syllable *Om* (or *Aum*) is often recited at the beginning of Hindu prayers. *Om* is the most sacred sound in Hinduism because it is believed to contain all other sounds. The syllable is represented by the symbol shown below.



Primary Source

Hinduism has many sacred texts. The Vedas, four collections of prayers, rituals, and other sacred texts, are the oldest Hindu scriptures. They are believed to contain all knowledge, past and future.

The *Bhagavad-Gita* is another sacred Hindu text. In this work, Vishnu takes on the personality of a chariot driver named Krishna. Krishna and the warrior Arjuna discuss the meaning of life and religious faith. In this selection, Krishna explains that Brahman cannot be destroyed.

Weapons do not cut it, fire does not burn it, waters do not wet it, wind does not wither it.

It cannot be cut or burned; it cannot be wet or withered; it is enduring, all-pervasive, fixed, immovable, and timeless.

Bhagavad-Gita 2:23-24

Islam

Islam is a religion based on the teachings of the Qur'an, the religion's holy book. Followers of Islam, known as Muslims, believe that God revealed these teachings to the prophet Muhammad through the angel Gabriel around A.D. 610. Islam teaches that there is only one God—the same God that is worshiped in Christianity and Judaism. In Arabic, God is called Allah. Muslims also believe in the prophets of Judaism and Christianity. In fact, Muslims traditionally refer to Christians and Jews as "people of the book." That is because Christians and Jews have received divine revelations from scriptures in the Bible.

Today, most Muslims live in southwestern and central Asia and parts of Africa. Islam also has many followers in Southeast Asia. Muslims show their devotion by performing acts of worship known as the Five Pillars of Islam. These include faith, prayer, charity, fasting, and a pilgrimage to Mecca.

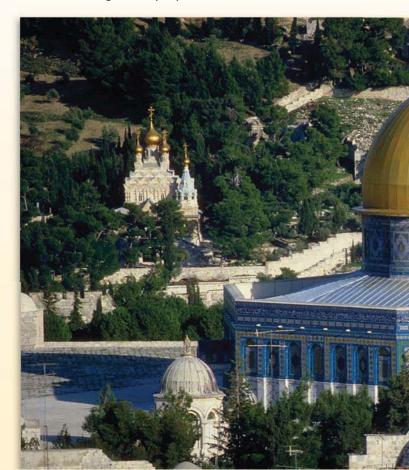


▲ Muslim Prayer

Five times a day—dawn, noon, midafternoon, sunset, and evening—Muslims face toward Mecca to pray. Like the people in this photograph, Muslims stop what they are doing when they hear the call to prayer. Everything comes to a halt—even traffic.

▼ The Dome of the Rock

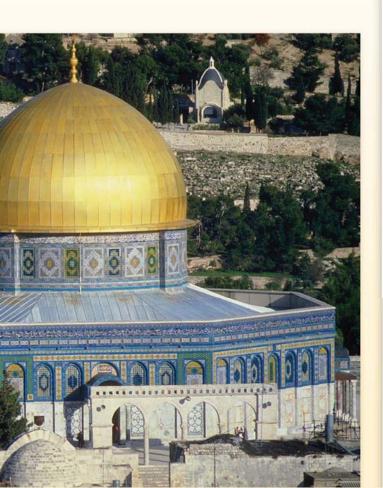
The Dome of the Rock in Jerusalem is one of Islam's holiest sites. The rock on the site is the spot from which Muslims say Muhammad rose to heaven to learn Allah's will. With Allah's blessing, Muhammad returned to Earth to bring God's message to all people.



▼ Ramadan

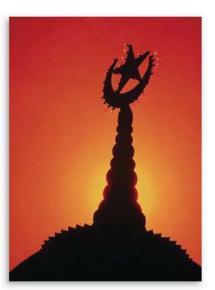
During the holy month of Ramadan, Muslims fast, or do not eat or drink, from dawn to sunset. The family shown here is ending their fast. The most important night of Ramadan is called the Night of Power. This is believed to be the night the angel Gabriel first spoke to Muhammad.





Learn More About Islam

Symbol The crescent moon has become a symbol of Islam. The symbol may be related to the new moon that begins each month in the Islamic lunar calendar.



Primary Source

The Qur'an is the spiritual guide for Muslims. It also contains teachings for Muslim daily life. The following chapter is called the Exordium (introduction). It is also called Al-Fatihah. Muslims recite this short chapter, as well as other passages from the Qur'an, when they pray.

In the Name of God, the Compassionate, the Merciful

Praise be to God, Lord of the Universe, The Compassionate, the Merciful, Sovereign of the Day of Judgment! You alone we worship, and to You alone we turn for help.

Guide us to the straight path, The path of those whom You have favored, Not of those who have incurred Your wrath, Nor of those who have gone astray.

Qur'an 1:1-6

Judaism

Judaism was the first major monotheistic religion—that is, based on the concept of one God. The basic teachings of Judaism come from the Torah, the first five books of the Hebrew Bible. Judaism teaches that a person serves God by studying the Torah and living by its teachings. The Torah became the basis for the civil and religious laws of Judaism. The followers of Judaism, or Jews, also believe that God set down many moral laws for all of humanity with the Ten Commandments.

Today, there are more than 15 million Jews throughout the world. Many live in Israel, where a Jewish state was created in 1948.



According to the Torah, God chose a Hebrew shepherd named Abraham to be the "father" of the Hebrew people. In the 1800s B.C., Abraham led his family to a land that he believed God had promised them. This painting illustrates their journey.





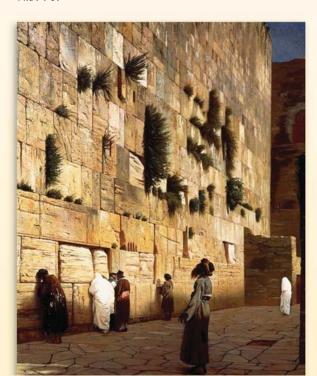


▲ Rabbi

Rabbis are the Jewish people's spiritual leaders and teachers. A rabbi often conducts the services in a synagogue, or Jewish house of worship. Like the rabbi shown here, he or she may also conduct the ceremony that marks Jewish children's entrance into the religious community.

▼ Western Wall

Many Jews make the pilgrimage to the Western Wall, shown here. The sacred wall formed the western wall of the courtyard of the Second Temple of Jerusalem. The temple was built in the 100s B.C. The Romans destroyed it in A.D. 70.



Learn More About Judaism

Symbol The Star of David, also called the Shield of David, is a very important symbol of Judaism. The symbol honors King David, who ruled the kingdom of Israel about 1000–962 B.C.



Primary Source

The Book of Genesis is the first book of the Hebrew Bible and of the Torah. Genesis tells the history of the Hebrew people. It focuses on the individuals with whom God had a special relationship. In the following verses, God speaks to Abraham. His words express a promise of land and a special pledge to the Hebrew people.

Now the Lord said to Abram [Abraham], "Go from your country and your kindred and your father's house to the land that I will show you. And I will make of you a great nation, and I will bless you, and make your name great, so that you will be a blessing. I will bless those who bless you, and him who curses you I will curse; and by you all the families of the earth will bless themselves."

Genesis 12:1-3

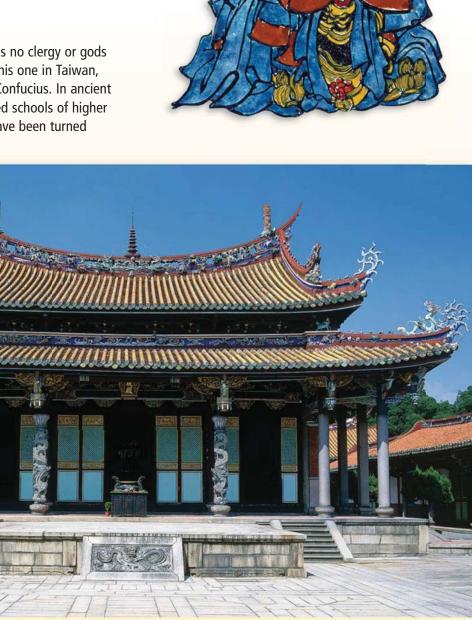
Confucianism

Confucianism is an ethical system based on the teachings of the Chinese scholar Confucius. It stresses social and civic responsibility. Confucius was born in 551 B.C., during a time of crisis in China. He hoped his ideas and teachings would restore the order of earlier times to his society. But although Confucius was active in politics, he never had enough political power to put his ideas into practice. After his death, Confucius's students spread his teachings. As a result, his ideas became the foundation of Chinese thought for more than 2,000 years.

Today, Confucianism guides the actions of millions of Chinese people and other peoples of the East. It has also greatly influenced people's spiritual beliefs. While East Asians declare themselves to follow a number of religions, many also claim to be Confucians.

▼ Temple

Although Confucianism has no clergy or gods to worship, temples, like this one in Taiwan, have been built to honor Confucius. In ancient times, the temples provided schools of higher education. Today, many have been turned into museums.



◄ Confucius

Confucius believed that society should be organized around five basic relationships. These are the relationships between (1) ruler and subject, (2) father and son, (3) husband and wife, (4) elder brother and junior brother, and (5) friend and friend.



▲ Confucius's Birthday

Historians do not know for certain the day when Confucius was born, but people in East Asia celebrate his birthday on September 28. Here, a man plays a traditional instrument during a ceremony in China.

Learn More About Confucianism

Symbol The yin-and-yang symbol represents opposite forces in the world working together. Yin represents all that is cold, dark, soft, and mysterious. Yang represents everything that is warm, bright, hard, and clear. The yin-and-yang symbol represents the harmony that Confucius hoped to restore to society.



Primary Source

Confucius's teachings were collected by his students in a book called the *Analects*. In the following selections from the *Analects*, Confucius (called the Master) instructs his students about living a moral and thoughtful life.

The Master said: "Even in the midst of eating coarse rice and drinking water and using a bent arm for a pillow happiness is surely to be found; riches and honors acquired by unrighteous means are to me like the floating clouds." (7.16)

The Master said: "When I walk with two others, I always receive instruction from them. I select their good qualities and copy them, and improve on their bad qualities." (7.22)

The Master said: "The people may be made to follow something, but may not be made to understand it." (8.9)

from the Analects
Translated by Raymond Dawson

Other Important Religions

You have learned about the five major world religions. Now find out about some other important religions: Bahaism, Shinto, Sikhism, and Zoroastrianism. These religions are important both historically and because they have many followers today.



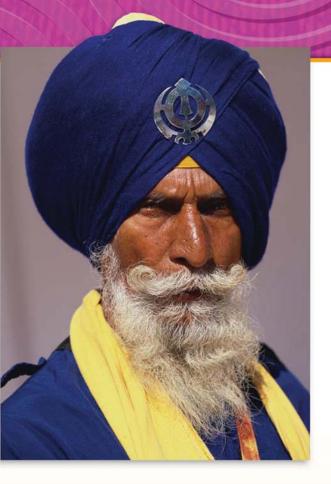
▲ Bahaism

Bahaism (buh•HAH•IHZ•uhm) is a young religion, with more than 7 million followers throughout the world. It was founded in 1863 in Persia (modern-day Iran) by a man known as Bahaullah, which means "splendor of God" in Arabic. Followers believe that, in time, God will break down barriers of race, class, and nation. When this happens, people will form a single, united society. All of the Baha'i houses of worship have nine sides and a central dome, symbolizing this unity. The Baha'i house of worship shown here is located in Illinois.

▼ Shinto

Shinto, meaning "way of the gods," is Japan's oldest and only native religion. Shintoists worship many gods, called *kami*. They believe that kami are spirits found in mountains, rivers, rocks, trees, and other parts of nature. Shintoists often worship the kami at shrines in their homes. They also celebrate the gods during special festivals, such as the one shown here. Today, there are about 3 million Shintoists, mostly in Japan.

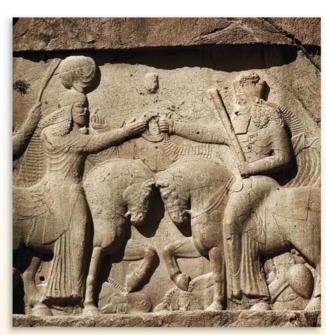




⋖ Sikhism

Sikhism was founded in India over 500 years ago by Guru Nanak. The religion's 24 million followers, called Sikhs, believe in one God. Like Buddhists and Hindus, Sikhs believe that the soul goes through repeated cycles of life and death. However, Sikhs do not believe that they have to live outside the world to end the cycle. Rather, they can achieve salvation by living a good and simple life. Uncut hair symbolizes this simple life. Many Sikh men cover their long hair with a turban, like the one worn by this man.





▲ Zoroastrianism

Zoroastrianism (ZAWR•oh•AS•tree•uh•NIHZ•uhm) was founded in ancient Persia around 600 B.C. by a prophet named Zoroaster. This prophet taught that Earth is a battleground where a great struggle is fought between the forces of good and the forces of evil. Each person is expected to take part in this struggle. At death, the Zoroastrian god, called Ahura Mazda (ah•HUR•uh MAZ•duh), will judge the person on how well he or she fought. This stone relief shows Ahura Mazda (right) giving the crown to a Persian king. Today, there are about 2.5 million Zoroastrians throughout the world.

Comparing World Religions and Ethical Systems

	Buddhism	Christianity	Hinduism	Islam	Judaism	Confucianism
		+	30	C	*	
Followers worldwide (estimated 2005 figures)	379 million	2.1 billion	860 million	1.3 billion	15.1 million	6.5 million
Name of god	no god	God	Brahman	Allah	God	no god
Founder	the Buddha	Jesus	no founder	no founder but spread by Muhammad	Abraham	Confucius
Holy book	many sacred books, including the Dhammapada	Bible, including Old Testament and New Testament	many sacred texts, including the Upanishads	Qur'an	Hebrew Bible, including the Torah	Analects
Clergy	Buddhist monks	priests, ministers, monks, and nuns	Brahmin priests, monks, and gurus	no clergy but a scholar class, called the ulama, and imams, who may lead prayers	rabbis	no clergy
Basic beliefs	• Followers can achieve enlightenment by understanding the Four Noble Truths and by following the Noble Eightfold Path of right opinions, right desires, right speech, right action, right jobs, right effort, right concentration, and right meditation.	 There is only one God, who watches over and cares for his people. Jesus is the Son of God. He died to save humanity. His death and resurrection made eternal life possible for others. 	The soul never dies but is continually reborn until it becomes divinely enlightened. Persons achieve happiness and divine enlightenment after they free themselves from their earthly desires. Freedom from earthly desires comes from many lifetimes of worship, knowledge, and virtuous acts.	 There is only one God, who watches over and cares for his people. Persons achieve salvation by following the Five Pillars of Islam and living a just life. The pillars are faith, prayer, charity, fasting, and pilgrimage to Mecca. 	 There is only one God, who watches over and cares for his people. God loves and protects his people but also holds people accountable for their sins and shortcomings. Persons serve God by studying the Torah and living by its teachings. 	 Social order, harmony, and good government should be based on strong family relationships. Respect for parents and elders is important to a well-ordered society. Education is important for the welfare of both the individual and society.

Source: Encyclopedia Britannica Almanac, 2006

Review

KEY IDEAS

Buddhism (pages R56-R57)

- **1.** How did the Buddha believe that his followers could end their suffering?
- 2. How did Buddhism spread?

Christianity (pages R58-R59)

- **3.** Why is Jesus important to the Christian religion?
- 4. What are some Christian beliefs?

Hinduism (pages R60-R61)

- **5.** What is the importance of Brahman in Hinduism?
- **6.** What three deities does Brahman often take the form of?

Islam (pages R62-R63)

- 7. How do Muslims believe the teachings of the Our'an were revealed?
- **8.** Why do Muslims traditionally refer to Christians and Jews as "people of the book"?

Judaism (pages R64–R65)

- **9.** What does it mean to say that Judaism is a monotheistic religion?
- 10. What are the Ten Commandments?

Confucianism (pages R66–R67)

- **11.** What did Confucius hope to restore?
- **12.** What five relationships are important in Confucianism?

Other Important Religions (pages R68–R69)

- **13.** How does Shinto differ from Bahaism, Sikhism, and Zoroastrianism?
- **14.** How is Sikhism similar to Buddhism and Hinduism?

CRITICAL THINKING

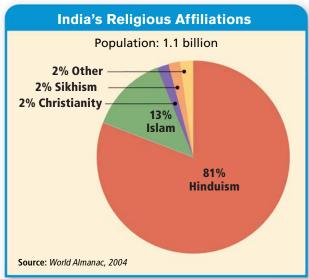
- **15. Compare and Contrast** What goal do Buddhists and Hindus share?
- **16. Draw Conclusions** How does Islam affect the everyday lives of its followers?

STANDARDS-BASED ASSESSMENT



- Online Test Practice @ ClassZone.com
- Test-Taking Strategies and Practice at the front of this book

Interpret Graphs The pie graph below shows what percentages of the population of India practice the major religions. Use the pie graph to answer the following questions.



Source: World Almanac, 2007

- 1. What percentage of the people in India practice Hinduism?
 - A. 2 percent
 - B. 13 percent
 - C. 18 percent
 - D. 81 percent
- 2. Which religion is practiced by 13 percent of the population?
 - A. Buddhism
 - **B.** Christianity
 - C. Hinduism
 - **D.** Islam

Glossary

A

- Abbasids (uh•BAS•IHDZ) n. group that took control of the Muslim empire from the Umayyads in 750 (p. 314)
- Abd al-Malik (uhb DUL muh LIHK) n. caliph in the 600s who imposed a common language in Muslim lands (p. 314)
- **Abraham** *n.* shepherd who became the father of the Hebrew people (p. 54)
- **absolute monarchs** *n.* kings or queens who had unlimited power and controlled all aspects of society (p. 480)
- **absolute ruler** *n*. leader who has total power (p. 286)
- Acropolis (uh•KRAHP•uh•lihs) n. highest part of Athens, location of important buildings (p. 208)
- Aeneas (ih NEE uhs) n. hero of the Trojan War who settled in Italy after Troy was destroyed (p. 238)
- **Afonso I** *n.* king of Kongo whose rule began in 1506 and who was influenced by the Portuguese (p. 350)
- afterlife n. a life believed to follow death (p. 86)
- **agriculture** *n*. cultivation of soil to produce crops (pp. 6, 14)
- ahimsa (uh•HIHM•SAH) n. nonviolence (p. 126)
- **Akbar** *n*. Mughal emperor who showed wisdom in governing his empire (p. 442)
- Aksum (AHK•soom) n. empire along the Red Sea that controlled much of northern Ethiopia from the first to the eighth century (p. 350)
- **al-Andalus** *n*. Arabic name for Spain while under Muslim control (pp. 322, 534)
- **Alexander the Great** *n*. King of Macedonia who conquered parts of Europe, Africa, and Asia (p. 216)
- **Alexandria** *n*. city in Egypt founded by Alexander in 332 B.C. (p. 216)
- Allah n. Arabic word for God (p. 306)
- Almoravids (AL•muh•RAHV•ihdz) n. North African Islamic dynasty in the 1000s and 1100s that tried to forcibly convert neighboring peoples (p. 342)
- **alphabet** *n.* system of symbols representing sounds (p. 176)
- **Anasazi** *n.* early culture of the Southwest who were the first pueblo dwellers (p. 378)
- anatomy n. structure of living things (p. 534)
- **Angkor Wat** *n.* temple complex built on the Indochinese Peninsula in the 1100s, the world's largest religious structure (p. 434)

- aqueducts (AK•wih•DUHKTS) n. system of channels, pipes, and bridges that carried water into Roman towns (pp. 256, 292)
- Aquinas, Thomas (uh•KWY•nuhs) n. Italian philosopher who said classical philosophy and Christian theology could exist in harmony (p. 472)
- arid adj. climate type marked by hot summers and limited rainfall (p. 26)
- aristocracy (AR•ih•STAHK•ruh•see) n. a government ruled by the upper classes (p. 188)
- **artisans** *n.* people trained in a particular skill or craft (p. 14)
- **Aryans** *n.* group of Indo-Europeans who are believed to have migrated to the Indian subcontinent (p. 120)
- **Askia Muhammad** *n.* ruler of the Songhai empire from 1493 to 1528 who expanded the empire and organized its government (p. 342)
- Asoka (uh•SOH•kuh) *n.* greatest Maurya king who began to rule in 272 B.C. (p. 126)
- **astrolabe** *n.* instrument used to measure the angle of a star above the horizon (p. 542)
- Athens n. city-state of ancient Greece, noted for its democratic form of government (p. 196)
- Augustus (aw•GUHS•tuhs) n. Julius Caesar's greatnephew and adopted son who became the first Roman emperor (p. 246)
- **Aurangzeb** (AWR•uhng•zehb) *n*. Shah Jahan's son, who became the emperor of the Mughal Empire in 1658 (p. 442)

B

- **Babur** *n.* general who led the Mughal conquest of northern India (p. 442)
- **Babylonian Captivity** *n.* 50-year period in which the Israelites were exiled from Judah and held in Babylon (p. 60)
- **Baghdad** *n.* capital of the Abbasid Empire; capital of present-day Iraq (p. 322)
- **Bantu-speaking peoples** *n*. West African peoples who shared a language family and gradually migrated eastward and southward (p. 336)
- **barbarian** *n.* according to the ancient Romans, someone who was primitive and uncivilized (p. 280)
- barracks n. military houses (p. 196)
- bas-relief (BAH rih LEEF) n. sculpture in which slightly raised figures stand out against a flat background (p. 292)
- **bishops** *n.* local church leaders within the Roman Catholic Church (p. 274)
- **Brahmanism** *n.* early religion of the Aryans, who migrated to India (p. 120)

- **bubonic plague** *n.* disease that struck western Eurasia in the mid-1300s, in an outbreak known as the Black Death (p. 480)
- **Buddhism** *n*. religion that began in India and is based on the teachings of Siddhartha Gautama (pp. 126, 164, 388, 424)
- **bureaucracy** (byu•RAHK•ruh•see) *n.* system of departments and agencies that carry out the work of a government (pp. 158, 314, 398)
- **Byzantine Empire** *n.* eastern half of the Roman Empire that survived for a thousand years after the fall of Rome (pp. 286, 450)

C

- Caesar, Julius n. Roman general, politician, and dictator (p. 246)
- caliph (KAY•lihf) n. head of a Muslim community (p. 314)
- calligraphy n. art of fine handwriting (p. 322)
- **Calvin, John** *n.* French leader of the Protestant Reformation (p. 522)
- **capitalism** *n.* economic system based on private ownership of resources and the use of those resources to make a profit (p. 552)
- caravel (KAR•uh•VEHL) *n.* ship designed for long voyages (p. 542)
- caste n. social class that a person belongs to by birth (p. 120)
- **catapult** *n.* military machine used to hurl stones or spears at enemy forces and city walls (p. 216)
- cataract (KAT•uh•RAKT) n. high waterfall or rapids (p. 78)
- **celadon** (SEHL•uh•DAHN) *n.* Korean ceramic pottery with a thin blue or green glaze (p. 434)
- **Charlemagne** *n.* king of the Franks who conquered much of Europe and spread Christianity (p. 462)
- chasquis (CHAHS•kees) n. runners who carried messages up and down the length of the Incan Empire (p. 368)
- **chivalry** *n*. code of conduct of knights, focusing on bravery, honor, and respect toward women and the weak (p. 462)
- Cicero (SIHS•uh•ROH) n. Roman consul, speaker, and opponent of Caesar (р. 246)
- **circumnavigate** (SUR•kuhm•NAV•ih•GAYT) *v.* to sail completely around (p. 542)
- **citizen** *n.* person who owes loyalty to a country and receives its protection (p. 188)
- **city-state** *n.* political unit made up of a city and its surrounding lands (pp. 32, 188, 350)
- **civilization** *n.* advanced form of culture that developed in cities (p. 32)

- **civil war** *n*. armed conflict between groups in the same country (pp. 246, 368)
- clans n. groups of people who share an ancestor (pp. 306, 336, 424)
- **clergy** *n.* people with priestly authority in a religion (p. 472)
- Clovis (KLOH•vihs) n. founder of a Frankish kingdom in the former Roman province of Gaul (p. 280)
- **code of law** *n.* written rules for people to obey (p. 42)
- codex n. type of book used by early Mesoamerican civilizations to record important historical events (p. 368)
- **Colosseum** *n*. Roman stadium where Romans watched gladiator fights (p. 256)
- **Columbian Exchange** *n*. movement of plants and animals between the Eastern and Western hemispheres after Columbus' voyages to the Americas (p. 552)
- **Columbus, Christopher** *n*. Italian explorer in the service of Spain who reached America in 1492 (p. 542)
- **comedy** *n.* humorous dramatic work that makes fun of politics, important people, or ideas (p. 222)
- **common law** *n.* system of law based on court decisions and local customs (p. 488)
- Confucianism (kuhn•FYOO•shuh•nihz•uhm) n. belief system based on the teachings of Confucius, a Chinese scholar (pp. 152, 388)
- Constantine (KAHN•stuhn•TEEN) n. Roman emperor who made Christianity one of the empire's legal religions (p. 274)
- consuls n. people who led the executive branch in ancient Rome (p. 238)
- **Córdoba** *n.* capital of Muslim Spain (p. 322)
- creed n. statement of beliefs (p. 274)
- **Crusades** *n.* series of military expeditions from Christian Europe to Palestine between the 1000s and 1200s (p. 472)
- **cultural diffusion** *n.* spread of cultural practices and customs to other areas of the world (p. 164)
- **cuneiform** (KYOO•nee•uh•FAWRM) *n.* first known writing system, which used wedge-shaped symbols (p. 32)

D

- daimyo (DY•mee•OH) n. Japanese noble who had large landholdings and a private army (p. 424)
- **Dai Viet** *n*. independent kingdom established by the Vietnamese after they drove the Chinese from the Indochinese Peninsula in the 900s (p. 434)

Daoism (DOW•IHZ•uhm) n. Chinese belief system said to have begun with Laozi, a philosopher in the 500s B.C., based on the idea of natural order in the world (pp. 152, 388)

David *n.* king of the Israelites who won control of Jerusalem around 1000 B.C. (p. 60)

Delian League *n.* league of Greek city-states formed for mutual protection (p. 208)

delta *n*. triangle-shaped deposit of rich soil at a river's mouth (p. 78)

democracy *n*. government in which citizens make political decisions, either directly or through elected representatives (p. 188)

dharma (DAHR•muh) *n.* collective teachings of the Buddha, often represented by a wheel (p. 126)

Diaspora (dy•AS•puhr•uh) n. movement of the Jews to other parts of the world (p. 66)

Diocletian (DY•uh•KLEE•shuhn) *n.* Roman emperor who restored order to the empire and divided it into eastern and western parts (p. 280)

direct democracy *n.* form of government in which all citizens participate (p. 208)

disciples (dih•SY•puhlz) *n.* closest followers of Jesus (p. 262)

divan *n*. imperial council that advised the sultan of the Ottoman Empire (p. 450)

domesticate *v.* to adapt or breed plants or animals for human use (p. 6)

drama *n*. written work performed by actors (p. 222)

drought (drowt) *n*. long period of little or no rainfall when it is difficult to grow crops (p. 26)

Duomo n. domed cathedral in Florence (p. 498)

dynastic cycle *n.* pattern of the rise and fall of dynasties in China (p. 146)

dynasty (DY•nuh•stee) *n.* family or group that rules for several generations (pp. 94, 146)

Ε

Eastern Orthodox Church *n.* branch of Christianity that developed in the Eastern Roman Empire (p. 286)

Elizabethan Age *n.* period of English history named after Queen Elizabeth I, who ruled from 1558 to 1603 (p. 508)

embalm v. to preserve a body after death (p. 86)

embassy n. office of one country's government in another country (p. 424)

emperor *n.* person who rules an empire (pp. 42, 256)

empire *n*. group of territories and peoples brought together under one supreme ruler (pp. 42, 102, 126, 256, 442)

epic *n*. long poem about a hero's adventures (pp. 182, 292)

Epistles *n*. letters that became part of the New Testament (p. 262)

exile n. forced removal from one's homeland, often to lands far away (p. 42)

Exodus *n*. migration of the Israelites from Egypt (p. 54)

F

fable *n.* short story that usually involves animals and teaches a moral (p. 182)

federalism *n.* sharing of power between an organization and its members (p. 522)

fertile *adj*. favorable for the growth of crops and other plants (p. 78)

Fertile Crescent *n.* region stretching from the Persian Gulf northwest up the Tigris and Euphrates rivers and west over to the Mediterranean Sea (p. 42)

feudalism *n.* political and social system of the Middle Ages in Europe, in which lords gave land to vassals in exchange for service and loyalty (p. 462)

filial piety *n.* respect for one's parents and ancestors, an important teaching of Confucianism (p. 152)

floodplain *n*. flat land bordering the banks of a river (p. 26)

Forbidden City *n.* group of walled palaces built for the Chinese emperor in the capital city of Beijing (p. 412)

G

Gandhi, Mohandas (GAHN•dee, MOH•huhn•DAHS) *n.* 20th-century Indian who helped lead his country to independence by using nonviolent resistance to colonial rule (p. 134)

Gautama, Siddhartha (GAW•tuh•muh, sihd•DAHR•tuh) n. founder of Buddhism also known as the Buddha, or "enlightened one" (p. 126)

Genghis Khan (JEHNG•gihs KAHN) *n.* Mongol leader who united the Mongol tribes and began a campaign of conquest (p. 406)

Gentiles (JEHN•TYLZ) *n.* non-Jewish people (pp. 262, 274)

- **geocentric theory** *n.* belief that the earth is the center of the universe (p. 534)
- Ghana (GAH•nuh) n. kingdom that existed from the 700s to the 1000s in the region between the Sahara and the forests of southern West Africa (p. 342)
- gladiators n. trained Roman warriors (p. 256)
- **golden age** *n*. period during which a society attains prosperity and cultural achievements (p. 322)
- **Gospels** *n*. four written accounts of the life of Jesus (p. 262)
- **government** *n*. organization set up to make and enforce rules for a society (p. 14)
- **Great Plains** *n*. cultural region located in the vast grassland in central North America extending from south-central Canada southward to Texas (p. 378)
- **Great Schism** (SKIHZ•uhm) *n.* division in the Roman Catholic Church from 1378 to 1417, which occurred when the Church's two centers of power elected different popes (p. 516)
- **Great Wall** *n.* wall built by Shi Huangdi to link smaller walls and keep invaders out of China (p. 158)
- **Great Zimbabwe** (zihm•BAH•bway) *n.* central settlement of the Shona empire in Africa (p. 350)
- **griots** (gree•OHZ) *n.* storytellers in African civilizations (p. 336)
- **guilds** *n.* associations of people sharing a trade or craft, intended to control the quality and quantity of their production and to protect their interests (p. 462)
- **Gutenberg, Johann** *n*. German inventor of the printing press (p. 508)

H

- habeas corpus (HAY•bee•uhs KAWR•puhs) n. right of people not to be imprisoned unlawfully (p. 488)
- haiku (HY•koo) n. Japanese form of poetry that has 17 syllables arranged in lines of 5, 7, and 5 syllables (p. 424)
- Han Dynasty n. Chinese dynasty begun in 202 B.C. by Liu Bang, who reunified China (pp. 158, 388)
- **Harappan civilization** *n.* ancient civilization that developed along the Indus River (p. 112)
- harmony n. agreement in feeling (p. 152)
- Hatshepsut (hat SHEHP SOOT) n. woman pharaoh who strengthened Egypt through trade (p. 102)
- **heliocentric theory** *n*. belief that the sun is the center of the universe (p. 534)

- **Hellenistic** adj. culture made up of parts of Greek, Persian, Egyptian, and Indian styles and customs (p. 216)
- **helots** (HEHL•uhtz) *n.* enslaved people of Sparta (p. 196)
- hieroglyphs (HY•uhr•uh•GLIHFS) *n.* pictures that stand for words or sounds (p. 86)
- Hijrah (HIHJ•ruh) n. move of Muhammad and his followers from Mecca to Yathrib in A.D. 622 (p. 306)
- Himalayas (hihm•uh•LAY•uhz) n. the highest mountains in the world, which stretch along northern India, separating India from China and the rest of Asia (p. 112)
- **Hindu-Arabic numerals** *n.* numerals we use today that originated in India and were brought to the West by Arab trade (p. 134)
- **Hinduism** *n.* modern name for the major religion of India, which developed from Brahmanism (pp. 120, 434)
- **Hindu Kush** (HIHN•doo kush) *n.* mountain range to the northwest of India (p. 112)
- **humanism** *n.* way of thought that focuses on human beings and their potential for achievement (pp. 498, 534)
- **Hundred Years' War** *n.* series of wars between England and France that took place between 1337 and 1453 (p. 480)
- **hunter-gatherers** *n.* people who hunt animals and gather plants for food (p. 6)
- **Iberian Peninsula** *n.* southwestern tip of Europe; present location of Spain and Portugal (p. 314)
- ideal n. perfected form (p. 222)
- **Ignatius of Loyola** *n*. Spaniard who founded the religious order of Jesuits (p. 522)
- **imperial** *adj.* relating to an empire or emperor (p. 398)
- **Indochinese Peninsula** *n.* large area of land located to the south of China (p. 434)
- **indulgence** *n*. relaxation of earthly penalty for sin (p. 516)
- **Inquisition** *n*. Roman Catholic court established to find and punish those who had strayed from the Roman Catholic faith (pp. 472, 522)
- **Iroquois Confederacy** *n.* Native American group formed about 1450 and made up of the Cayuga, Mohawk, Oneida, Onondaga, and Seneca tribes (p. 378)
- **irrigation** *n*. watering dry land by using ditches, pipes, or streams (pp. 14, 26, 78)

Islam *n*. monotheistic religion based upon submission to God's will and the teachings of the Qur'an, the Muslim holy book (p. 306)

isthmus (IHS•muhs) *n.* strip of land that connects two landmasses (pp. 176, 362)

Jahangir (juh•hahn•GEER) n. Akbar's son, who allowed his wife to control the Mughal Empire after he took the throne (p. 442)

janissaries (JAN•ih•sehr•eez) *n.* members of an elite fighting force in the Ottoman Empire made up mainly of slaves (p. 450)

Jesuits (JEHZ•00•ihts) n. religious order also called the Society of Jesus, founded by Ignatius of Loyola (p. 522)

Jesus *n.* Jewish teacher whose life and teaching became the basis of Christianity (p. 262)

Joan of Arc n. French peasant girl who led the French to victory over the English at Orléans in 1429 (p. 480)

Judaism *n.* monotheistic religion of the Jews, based on the writings of the Hebrew Bible (p. 54)

justice *n*. fair treatment of all the people, based on the law (p. 42)

Justinian *n.* emperor who expanded the Byzantine Empire (p. 286)

Justinian Code *n*. uniform code of law based on Roman law (p. 286)

K

Kalidasa (KAH•lee•DAH•suh) n. one of India's greatest writers (p. 134)

karma *n*. in Hinduism, the consequences of a person's actions in this life, which determine his or her fate in the next life (p. 120)

khanate *n.* one of the parts of the Mongol Empire (p. 406)

Khayyam, Omar (KY•YAHM, OH•MAHR) n. master of the poetic form called the quatrain, popular in Persia (p. 322)

Khmer Empire n. empire that began in the 500s and had gained control of much of mainland Southeast Asia by the 800s (p. 434)

Khufu (KOO•foo) *n.* pharaoh who ordered the construction of the largest pyramid ever built (p. 94)

Kilwa *n.* ancient city-state on the eastern coast of Africa, settled by people from Arabia and Persia (p. 350)

king *n*. highest-ranking leader of a group of people (p. 32)

King John *n.* king of England who signed the Magna Carta in 1215 (p. 488)

Kongo *n.* a Bantu-speaking kingdom that arose in the 1300s in the Congo River region along Africa's western coast (p. 350)

Koryo *n.* kingdom on the Korean Peninsula, established in the 900s, from which present-day Korea takes its name (p. 434)

Kublai Khan (KOO•bly KAHN) n. grandson of Genghis Kahn who took power and gained control over all of China (p. 406)

Kush n. Nubian kingdom that conquered all of upper and lower Egypt in the 700s B.c. (p. 102)

Legalism *n*. belief that a powerful, efficient government and a strict legal system are the keys to social order (p. 152)

legend *n*. popular story from earlier times that cannot be proved (p. 238)

Leonardo da Vinci *n*. Italian Renaissance painter and scientist (p. 498)

linen *n.* fabric woven from fibers of the flax plant (p. 78)

longbow *n*. weapon that could shoot arrows with enough power to penetrate a knight's armor (p. 480)

lord *n.* powerful landowner in medieval Europe (p. 462)

Luther, Martin *n.* German theologian, born in 1483, who was a leader of the Reformation (p. 516)

M

Magna Carta n. list of rights written by England's nobility and signed by King John in 1215 (p. 488)

Mali n. West African empire of the Malinke people between the 1200s and 1500s (p. 342)

Manchus n. people from northeast of China who conquered the Ming and began the last dynasty (the Qing) in Chinese history (p. 412)

Mandate of Heaven n. ancient Chinese belief that a good ruler had the gods' approval (p. 146)

manor n. noble's house and the villages on his land where the peasants lived (p. 462)

Marathon *n*. plain near Athens (p. 196) **maritime** *adj*. relating to the sea (p. 412)

- Masada n. Jewish fortress overlooking the Dead Sea in Israel (p. 66)
- matrilineal descent n. family identity that is based on the mother's family, rather than the father's (p. 378)
- Maya n. Mesoamerican civilization that reached its height between A.D. 250 and 900 (p. 368)
- **mercantilism** *n*. economic policy based on the idea that a nation's power depends on its wealth (p. 552)
- mercenary (MUR•suh•NEHR•ee) *n.* soldier for hire (p. 280)
- **Mesoamerica** *n*. region that includes the central and southern part of Mexico and much of Central America (p. 362)
- **Mesopotamia** (MEHS•uh•puh•TAY•mee•uh) *n.* land between the Tigris and Euphrates rivers (p. 26)
- Messiah (mih•SY•uh) n. Hebrew word that means an "anointed one" charged with some task or leadership (p. 60)
- **Michelangelo** *n.* Italian Renaissance sculptor, painter, and architect (p. 498)
- Middle Ages n. period between the fall of the Roman Empire and the Renaissance, lasting from about A.D. 500 to 1450 (p. 462)
- **migration** *n*. process of relocating to a new region (pp. 6, 120, 336)
- **missionary** *n.* person sent to do religious work in another place (p. 262)
- **Mongols** *n*. fierce nomadic warriors who lived in the plains northwest of China (p. 406)
- **monotheism** *n.* belief in one God (pp. 54, 306)
- monsoons n. seasonal wind system that produces a wet or dry season in a region, sometimes with heavy rainfall (p. 112)
- Montezuma II n. last Aztec emperor, who ruled from A.D. 1502 to 1520 and was overthrown by the Spanish (p. 368)
- **mosaic** *n.* picture made by placing small, colored pieces of stone, tile, or glass on a surface (p. 292)
- **Moses** *n.* according to the Bible, the prophet who led the Israelites from Egypt (p. 54)
- mosque n. Muslim house of worship (pp. 306, 450)
- **mother culture** *n.* culture that shapes and influences the customs and ideas of later cultures (p. 368)
- **Mount Olympus** *n.* highest mountain in Greece; home of the Greek gods, according to myth (p. 182)
- **movable type** *n.* small block of metal or wood with a single raised character, used for printing texts (p. 398)

- Mughals (MOO•guhlz) n. Muslims from central Asia who conquered northern India in the 1500s (p. 442)
- **mummy** *n.* body prepared for burial according to ancient Egyptian practice (p. 86)
- Musa, Mansa n. leader of the Mali empire from 1312 to about 1337 (p. 342)
- Muslims n. followers of Islam (p. 306)
- myth n. story that people tell to explain beliefs about their world (p. 182)

N

- **nirvana** (neer•VAH•nuh) *n.* in Buddhism, a state of wisdom that ends reincarnation (p. 126)
- **nomads** *n*. members of a group of people who have no set home but move from place to place (pp. 6, 146, 306, 388)
- Nur Jahan n. Jahangir's wife, who held the true power in Mughal India while her husband was the emperor (p. 442)

0

- obelisk (AHB•uh•lihsk) n. pillar-shaped stone monument (p. 102)
- oligarchy (AHL•ih•GAHR•kee) n. a government ruled by a few powerful individuals (p. 188)
- Olmec n. earliest major Mesoamerican civilization, which flourished from 1200 to 400 B.C. (p. 368)
- **Olympics** *n.* games held in ancient Greece every four years (p. 182)
- oracle bones n. animal bones or shells used by the Shang kings to communicate with the gods (p. 146)
- **oratory** *n.* art of public speaking (p. 292)
- **Osman** *n.* founder of the Ottoman Empire in Asia Minor in the early 1300s (p. 450)
- ostracize (AHS*truh*sYZ) v. in ancient Greece, to send someone away from the city-state for ten years (p. 188)

P

- Pachacuti (PAH•chah•KOO•tee) n. ninth Inca ruler, who came to power in A.D. 1438 and expanded the Incan Empire (p. 368)
- papyrus (puh•PY•ruhs) n. paperlike material made from the stems of the papyrus reed (p. 86)
- **parables** *n.* stories with morals, often told by Jesus (p. 262)

- **parliament** *n*. group of representatives with some powers of government (p. 488)
- Parthenon (PAHR•thuh•NAHN) n. temple for Athena on the Acropolis (p. 208)
- patricians (puh•TRIHSH•uhnz) n. wealthy landowners who held high government positions in ancient Rome (p. 238)
- patrons n. wealthy or powerful people who provide money, support, and encouragement to an artist or a cause (p. 498)
- Paul n. apostle and early leader of the Christian church (p. 262)
- **Pax Romana** n. Latin phrase meaning "Roman Peace," referring to the peace and stability of the Roman Empire (p. 246)
- Peace of Westphalia (wehst•FAYL•yuh) n. treaty that recognized the religious division of western Europe (p. 522)
- **pediment** *n*. triangular space between the top of a colonnade and the roof (p. 222)
- **Peloponnesian War** *n.* conflict between Athens and Sparta from 431 to 404 B.C. (p. 208)
- Peloponnesus (PEHL•uh•puh•NEE•suhs) *n.* peninsula that forms the southern part of Greece (p. 176)
- **peninsula** *n.* body of land nearly surrounded by water (pp. 176, 238)
- Pericles n. leader of Athens from 460 to 429 B.C. (p. 208)
- **perspective** *n*. technique used by artists to give the appearance of depth and distance (p. 498)
- **pharaoh** (FAIR•oh) *n.* ruler of ancient Egypt (p. 94)
- philosophy n. logical study of basic truths about knowledge, values, and the world (pp. 152, 222)
- Phoenicians (fih•NIHSH•uhnz) n. people of Southwest Asia who began to trade around 1100 B.C. (p. 176)
- **pictographs** *n.* pictures or drawings that represent a word or an idea (pp. 32, 146)
- **pilgrimage** *n*. journey to a sacred place or shrine (pp. 306, 442)
- **Piye** (py) *n.* king of Kush around 750 B.C., who gained control of Egypt, becoming pharaoh and uniting Egypt and Kush (p. 102)
- **plague** *n*. disease that spreads easily and usually causes death (p. 208)
- **planned cities** *n*. cities built according to a design (p. 112)
- plebeians (plih BEE uhnz) n. commoners who were allowed to vote but not to hold government office in ancient Rome (p. 238)
- **plunder** v. to loot, or to take things by force (p. 280)
- polis n. Greek word for city-state (p. 188)

- **Polo, Marco** *n.* Italian traveler in China (p. 406) **polytheism** *n.* belief in many gods and goddesses (pp. 32, 86, 182, 306)
- **pope** *n.* bishop of Rome and the most important bishop in the Catholic Church (pp. 274, 516)
- **porcelain** *n.* hard white ceramic material, often called china (p. 398)
- **potlatch** *n*. ceremony where gifts and property are given away to show the giver's wealth and status (p. 378)
- **primary source** n. document or artifact created by a person who witnessed a historical event (p. 6)
- **printing press** *n.* device that mechanically printed pages by pressing inked forms onto paper; invented in about 1455 (p. 508)
- **prophets** *n*. spiritual leaders who were thought to have a special ability to interpret God's word (p. 60)
- **Protestant** *n.* member of a Christian group that broke away from the Catholic Church (p. 516)
- **provinces** *n.* governmental divisions like states (p. 42)
- **pueblos** (PWEHB•lohs) *n.* villages made up of multistoried adobe or stone dwellings (p. 378)
- **pyramid** *n.* ancient Egyptian structure, built over or around a tomb (p. 94)

Q

Qin (chihn) *n.* state of ancient China (p. 158) **Qur'an** (kuh•RAN) *n.* Muslim holy book (p. 306)

R

- rabbis n. Jewish leaders and teachers (p. 66)
- Ramses II (RAM•SEEZ) n. pharaoh who ruled Egypt for 66 years and greatly expanded the Egyptian empire by conquering surrounding territories (p. 102)
- rationalism n. use of reason to understand the world (p. 534)
- **Reconquista** (reh•kawn•KEES•tah) *n.* series of campaigns, ending in 1492, by which Christian armies drove Muslim rulers out of Spain (p. 472)
- **Reformation** *n.* movement in the 1500s to change practices in the Catholic Church (p. 516)
- **reincarnation** *n*. the rebirth of a soul in another body (p. 120)
- **religion** *n.* worship of God, gods, or spirits (pp. 6, 134)
- **religious order** *n.* group of people who live according to a set of religious rules (p. 472)

- Remus (REE•muhs) n. twin of Romulus, the legendary hero who founded Rome (p. 238)
- Renaissance n. rebirth of creativity, literature, and learning in Europe from about 1300 to 1600 (p. 498)
- **republic** *n.* government in which citizens elect representatives to rule in their name (p. 238)
- **reunify** v. to bring something that has been separated back together (p. 388)
- **Roman Catholic Church** *n.* Christian church based in Rome (pp. 274, 286, 516)
- Romulus (RAHM•yuh•luhs) *n.* legendary hero who founded Rome (p. 238)
- **Royal Road** *n.* road used for government purposes in ancient times (p. 42)

S

- Sahara n. large desert in Northern Africa (p. 336)
- Saladin (SAL•uh•dihn) n. military leader who united Muslims to fight the Christians in Palestine in the 1100s (p. 472)
- **samurai** (SAM•uh•RY) *n.* professional soldiers of Japan (p. 424)
- **satraps** (SAY•TRAPS) *n.* governors of provinces in the Persian Empire (p. 42)
- savannas (suh•VAN•uhz) n. flat grasslands in the tropics or subtropics with few, scattered trees (p. 336)
- **scholar-official** *n.* educated person who worked in China's government (p. 398)
- **scientific method** *n.* way to understand the world that involves observation and experimentation (p. 534)
- **Scientific Revolution** *n.* major change in European thinking in the mid-1500s that led to the questioning of old theories (p. 534)
- **scribes** *n.* people who specialized in writing and record keeping (pp. 32, 86)
- **secondary source** *n.* work produced about a historical event by someone who was not actually there (p. 6)
- **Senate** *n.* powerful body of 300 members that advised Roman leaders (p. 238)
- **serfs** *n.* people who lived and worked on the manor of a lord or vassal (p. 462)
- **Shah Jahan** *n.* Jahangir's son, who became the emperor of the Mughal Empire in 1628 (p. 442)
- **Shakespeare, William** *n.* English playwright and poet of the late 1500s and early 1600s (p. 508)
- **Shi'a** *n.* branch of Islam that resisted the rule of the Umayyads (p. 314)

- Shi Huangdi (shee hwahng•dee) n. Chinese ruler who came to power in 221 B.C. and unified and expanded China by ending internal battles and conquering rival states (p. 158)
- **Shinto** *n*. Japan's original religion; involves worshiping gods believed to be found in nature (p. 424)
- **shogun** *n*. leader of a military government of Japan beginning in 1192 (p. 424)
- **Shona** *n*. Bantu-speaking culture that was thriving by 1000 in what is now Botswana, Mozambique, and Zimbabwe (p. 350)
- **Silk Roads** *n*. overland trade routes along which silk and other Chinese goods passed to Mesopotamia and Europe (pp. 164, 406)
- **silt** *n*. fine, fertile soil carried by rivers and deposited on nearby lands (pp. 26, 78)
- **slash-and-burn agriculture** *n.* type of agriculture in which land is prepared for planting by cutting down and burning natural vegetation (p. 362)
- **Smith, Adam** *n.* economist who wrote that economic freedom would lead to economic success in his most important work, *The Wealth of Nations* (p. 552)
- **social class** *n*. group of people with similar customs, backgrounds, training, and income (p. 14)
- **Solomon** *n*. David's son, who became the third king of Israel about 962 B.C. (p. 60)
- Songhai (SAWNG•HY) n. West African people whose leaders built a giant empire in the 1400s and 1500s (p. 342)
- **Sparta** *n*. city-state of ancient Greece, noted for its militarism (p. 196)
- **specialization** *n.* skill in one type of work (pp. 14, 86, 336)
- **sponsor** *n.* someone who gives money for an undertaking, such as a voyage (p. 542)
- **standing army** *n.* fighting force maintained even in times of peace (p. 322)
- **step pyramid** *n.* type of pyramid with sides that rise in giant steps (p. 94)
- **Stoicism** (STOH•ih•SIHZ•uhm) *n.* originally, a Greek philosophy that stressed the importance of virtue, duty, and endurance in life (p. 292)
- **subcontinent** *n*. large landmass that is part of a continent but is considered a separate region (p. 112)
- **succession** *n.* order in which members of a royal family inherit a throne (p. 94)
- Suleyman I (SOO•lay•MAHN) n. sultan of the Ottoman Empire in the 1500s who organized an effective legal code (p. 450)

Sundiata (sun•JAH•tah) n. ruler of the Malinke people in the 1200s who greatly expanded Mali's empire (p. 342)

Sunnah *n*. teachings and practices of Muhammad used as guides for living (p. 306)

Sunnis *n.* members of the branch of Islam that accepted the selected caliphs as successors of Muhammad and did not resist the Umayyads (p. 314)

surplus *n.* amount produced in excess of what is needed (pp. 14, 26)

Swahili (swah•HEE•lee) n. African language that blends Bantu and Arabic elements (p. 350)

synagogues (SIHN•uh•GAHGZ) *n.* places for Jewish prayer and worship (p. 66)

Т

Taj Mahal *n.* beautiful tomb in India built by Shah Jahan to honor his wife, Mumtaz Mahal (p. 442)

technology *n.* people's application of knowledge, tools, and inventions to meet their needs (p. 6)

Ten Commandments *n.* basis of the law of the Israelites; according to the Torah, given by God to Moses (p. 54)

Timbuktu *n.* city of Mali, developed by Sundiata in the 1200s as a center of trade and culture (p. 342)

toleration *n.* practice of allowing people to keep their traditions and beliefs (p. 42)

tragedy *n.* serious drama that presents the downfall of an important character (p. 222)

trans-Eurasian *adj.* involving the continents of Europe and Asia (p. 164)

Treaty of Tordesillas (TAWR•day•SEEL•yahs) *n.* 1494 treaty between Spain and Portugal that gave Portugal control over land that is now Brazil (p. 542)

triangular trade *n.* exchange of goods and slaves across the Atlantic Ocean between Africa, the Americas, and Europe (p. 552)

tribute *n.* payment made in return for protection (pp. 42, 368)

Trinity *n*. Christian belief in the union of three divine persons—Father, Son (Jesus), and Holy Spirit—in one God (p. 274)

tropical *adj.* having a warm and rainy climate (p. 362)

truce n. agreement to stop fighting (p. 208)

tyrant *n*. in ancient Greece, a ruler who took power illegally (p. 188)

U

Umayyads (oo•MY•adz) *n.* dynasty that ruled the Muslim empire from 661 to 750 (p. 314)

universal gravitation n. force of attraction that acts on all objects throughout the universe (p. 534)

V

vassal *n.* person in feudal society who received land and protection from lords in return for loyalty (pp. 424, 462)

vaults *n*. arches that form a ceiling or a roof (p. 292)

vegetation zone *n*. region that, because of its soil and climate, has distinctive types of plants (p. 336)

vernacular n. a person's native language (p. 508)

W

wood-block printing n. printing system developed by the ancient Chinese, in which wood blocks were carved with enough characters to print entire pages (p. 398)

woodcut *n*. image produced from a wood carving (p. 508)

Y

Yucatán Peninsula (Y00•kuh•TAN) n. area of dense jungle in southeastern Mexico, extending into the Gulf of Mexico and the Caribbean Sea (p. 362)

Z

Zealots *n.* group of Jews who led a rebellion against Roman authority (p. 66)

Zen *n*. form of Buddhism that focuses on self-discipline, simplicity, and meditation (p. 424)

Zeus n. ruler of the Greek gods (p. 182)

Zheng He (juhng huh) *n.* Chinese admiral whose voyages greatly expanded China's foreign trade and reputation (p. 412)

ziggurat (ZIHG•ur•RAT) *n.* temple built atop a series of increasingly smaller platforms (p. 32)

Spanish Glossary

A

- Abbasids [abasí] s. grupo que destronó a los califas omeyas y tomó el control del imperio musulmán en el año 750 (pág. 314)
- Abd al-Malik s. califa del siglo VII que impuso una lengua común en las tierras musulmanas (pág. 314)
- **Abraham** s. pastor que se convirtió en el patriarca del pueblo hebreo (pág. 54)
- **absolute monarchs** [monarcas absolutos] s. reyes o reinas que tenían poder ilimitado y controlaban todos los aspectos de la sociedad (pág. 480)
- **absolute ruler** [gobernante absoluto] s. líder que tiene poder total (pág. 286)
- Acropolis [acrópolis] s. la parte más alta de Atenas, donde se hallan los edificios importantes (pág. 208)
- Aeneas [Eneas] s. héroe de la Guerra de Troya que se estableció en Italia después de la destrucción de Troya (pág. 238)
- **Afonso I** s. rey del Congo cuyo reinado comenzó en 1506 y que fue influenciado por los portugueses (pág. 350)
- **afterlife** [más allá] s. vida después de la muerte (pág. 86)
- **agriculture** [agricultura] s. cultivo del suelo para producir cosechas (págs. 6, 14)
- ahimsa s. no violencia (pág. 126)
- **Akbar** s. emperador mogol que demostró sabiduría en el gobierno de su imperio (pág. 442)
- Aksum s. imperio ubicado a las orillas del mar Rojo que controló gran parte del norte de Etiopía desde el siglo I al siglo VIII (pág. 350)
- **al-Andalus** [Al-Andalus] s. nombre árabe de España bajo el poder musulmán (págs. 322, 534)
- **Alexander the Great** [Alejandro Magno] s. rey de Macedonia que conquistó partes de Europa, África y Asia (pág. 216)
- **Alexandria** [Alejandría] s. ciudad de Egipto fundada por Alejandro en el año 332 a. C. (pág. 216)
- Allah [Alá] s. palabra árabe para designar a Dios (pág. 306)
- Almoravids [Almorávides] s. dinastía islámica del norte de África que reinó durante los siglos XI y XII y procuró convertir por la fuerza a los pueblos vecinos (pág. 342)
- **alphabet** [alfabeto] s. sistema de símbolos que representan sonidos (pág. 176)
- Anasazi [anasazi] s. antigua cultura del suroeste cuyos integrantes fueron los primeros habitantes de las aldeas formadas por viviendas de varios pisos construidas con adobe o piedra (pág. 378)

- **anatomy** [anatomía] s. estructura de los seres vivos (pág. 534)
- Angkor Wat s. complejo de templos construidos en la península de Indochina en el siglo XII, la estructura religiosa más grande del mundo (pág. 434)
- **aqueducts** [acueductos] s. sistema de canales, tuberías y puentes que transportaba agua a las ciudades romanas (págs. 256, 292)
- Aquinas, Thomas [Aquino, Tomás de] s. filósofo italiano que afirmó que la filosofía clásica y la teología cristiana podían coexistir en armonía (pág. 472)
- **arid** [árido] *adj*. tipo de clima que se caracteriza por veranos calurosos y escasa lluvia (pág. 26)
- **aristocracy** [aristocracia] s. un gobierno ejercido por las clases altas (pág. 188)
- artisans [artesanos] s. trabajadores especializados en cierto arte u oficio (pág. 14)
- **Aryans** [arios] s. grupo de indoeuropeos que se cree migraron al subcontinente de la India (pág. 120)
- Askia Muhammad [Askia Mohammed] s. soberano del Imperio Songay entre 1943 y 1528 que expandió el imperio y organizó su gobierno (pág. 342)
- Asoka s. el rey más importante de la Dinastía Maurya, cuyo gobierno comenzó en el año 272 a. C. (pág. 126)
- **astrolabe** [astrolabio] s. instrumento usado para medir el ángulo de una estrella en el horizonte (pág. 542)
- Athens [Atenas] s. ciudad estado de la antigua Grecia, famosa por su forma democrática de gobierno (pág. 196)
- **Augustus** [Augusto] s. sobrino nieto e hijo adoptivo de Julio César que se convirtió en el primer emperador romano (pág. 246)
- **Aurangzeb** s. hijo del Sah Jahan, que se convirtió en emperador del Imperio Mogol en 1658 (pág. 442)

B

- **Babur** s. general que lideró la conquista mongola del norte de la India (pág. 442)
- **Babylonian Captivity** [cautividad babilónica] s. período de 50 años durante el cual los israelitas fueron expatriados de Judea y retenidos en Babilonia (pág. 60)
- **Baghdad** s. capital del Imperio Abasí, capital de Irak actual (pág. 322)
- **Bantu-speaking peoples** [pueblos de habla bantú] s. pueblos de África Occidental que compartían una familia de lenguas y emigraron gradualmente hacia el este y hacia el sur (pág. 336)

- barbarian [bárbaro] s. según los antiguos romanos, alguien que era primitivo e incivilizado (pág. 280)
- barracks [barracas] s. viviendas militares (pág. 196)
- **bas-relief** [bajorrelieve] s. tipo de escultura en la que las figuras resaltan un poco del plano (pág. 292)
- bishops [obispos] s. autoridades eclesiásticas locales pertenecientes a la Iglesia Católica Romana (pág. 274)
- **Bolívar, Simón** s. líder de la independencia en el norte de Suramérica (pág. 82)
- **Brahmanism** [brahmanismo] s. antigua religión de los arios, quienes migraron a la India (pág. 120)
- bubonic plague [Peste bubónica] s. enfermedad que se extendió por el oeste de Eurasia a mediados del siglo XIV, en un brote conocido como la Muerte Negra (pág. 480)
- **Buddhism** [budismo] s. religión que comenzó en la India y se basa en las enseñanzas de Siddhartha Gautama (págs. 126, 164, 388, 424)
- **bureaucracy** [burocracia] s. sistema de departamentos y agencias que realizan el trabajo de un gobierno (págs. 158, 314, 398)
- **Byzantine Empire** [Imperio Bizantino] s. mitad oriental del Imperio Romano que perduró durante unos mil años después de la caída de Roma (págs. 286, 450)

C

- Caesar, Julius [César, Julio] s. general, político y dictador romano (pág. 246)
- **caliph** [califa] s. soberano de una comunidad musulmana (pág. 314)
- **calligraphy** [caligrafía] s. arte de escribir con letra bella (páq. 322)
- **Calvin, John** [Calvino, Juan] s. líder francés de la Reforma Protestante (pág. 522)
- **capitalism** [capitalismo] s. sistema económico basado en la propiedad privada de los recursos económicos y el uso de esos recursos para obtener ganancias (pág. 552)
- **caravel** [carabela] s. embarcación diseñada para viajes largos (pág. 542)
- **caste** [casta] s. clase social a la cual una persona pertenece por nacimiento (pág. 120)
- catapult [catapulta] s. máquina militar empleada para arrojar piedras o saetas a las tropas enemigas y contra los muros de las ciudades (pág. 216)
- cataract [catarata] s. cascada alta o rápidos (pág. 78)
- **celadon** [celadón] s. objetos de cerámica coreana que tienen un barniz azul o verde (pág. 434)

- **Charlemagne** [Carlomagno] s. rey de los francos que conquistó gran parte de Europa y difundió el cristianismo (pág. 462)
- chasquis s. corredores que transportaban mensajes por todo el Imperio Inca (pág. 368)
- chivalry [caballería] s. código de conducta de los caballeros que se centraba en la valentía, el honor y el respeto hacia las mujeres y los débiles (pág. 462)
- **Cicero** [Cicerón] s. cónsul y orador romano que se opuso a Julio César (pág. 246)
- **circumnavigate** [circunnavegar] v. navegar alrededor de algún lugar (pág. 542)
- citizen [ciudadano] s. persona que debe lealtad a un país y recibe su protección (pág. 188)
- city-state [ciudad estado] s. unidad política que comprende una ciudad y sus territorios aledaños (págs. 32, 188, 350)
- civilization [civilización] s. forma avanzada de cultura que se desarrolló en las ciudades (pág. 32)
- **civil war** [guerra civil] s. conflicto armado entre grupos dentro de un mismo país (págs. 246, 368)
- clans [clanes] s. grupos de personas que tienen un ancestro en común (págs. 306, 336, 424)
- **clergy** [clero] s. personas con autoridad sacerdotal en una religión (pág. 472)
- **Clovis** s. fundador de un reino franco en la antigua provincia romana de Galia (pág. 280)
- **code of law** [código de leyes] *s.* reglas escritas que las personas deben obedecer (pág. 42)
- codex [códice] s. tipo de libro utilizado por las civilizaciones mesoamericanas para registrar acontecimientos históricos importantes (pág. 368)
- **Colosseum** [Coliseo] s. arena romana donde los romanos presenciaban las batallas de gladiadores (pág. 256)
- **Columbian Exchange** [Intercambio colombino] s. intercambio de plantas y animales entre los hemisferios oriental y occidental después de los viajes de Colón al continente americano (pág. 552)
- **Columbus, Christopher** [Colón, Cristóbal] *s.* explorador italiano al servicio de España que llegó a América en 1492 (pág. 542)
- **comedy** [comedia] s. obra de teatro humorística que se burla de la política, las personas importantes o las ideas (pág. 222)
- **common law** [derecho consuetudinario] s. sistema legal basado en las decisiones judiciales y en las costumbres locales (pág. 488)
- Confucianism [confucionismo] s. sistema de creencias basado en las enseñanzas de Confucio, un erudito chino (págs. 152, 388)

- **Constantine** [Constantino] s. emperador romano que hizo del cristianismo una de las religiones oficiales del imperio (pág. 274)
- consuls [cónsules] s. funcionarios a cargo del poder ejecutivo de la antigua Roma (pág. 238)
- **Córdoba** s. capital de la España musulmana (pág. 322)
- creed [credo] s. declaración de creencias (pág. 274)
- **Crusades** [Cruzadas] s. serie de expediciones militares desde la Europa cristiana hacia Palestina entre los siglos XI y XIII (pág. 472)
- **cultural diffusion** [difusión cultural] s. propagación de prácticas culturales y de costumbres hacia otras áreas del mundo (pág. 164)
- **cuneiform** [escritura cuneiforme] s. primer sistema de escritura del que se tenga noticia, que consiste en símbolos con forma de cuña (pág. 32)

D

- daimyo s. noble japonés que poseía grandes territorios y un ejército privado (pág. 424)
- Dai Viet s. reino independiente establecido por los vietnamitas después de expulsar a los chinos de la península de Indochina en el siglo X (pág. 434)
- Daoism [taoísmo] s. sistema de creencias chinas supuestamente iniciado por Lao Tse, un filósofo del siglo VI a. C., basado en la idea del orden natural del mundo (págs. 152, 388)
- **David** s. rey de los israelitas que ganó el control de Jerusalén alrededor del año 1000 a. C. (pág. 60)
- **Delian League** [Liga de Delos] s. liga de ciudades estado griegas formada para protegerse mutuamente (pág. 208)
- delta s. zona con forma de triángulo donde se deposita suelo fértil cerca de la boca de un río (pág. 78)
- **democracy** [democracia] s. gobierno en el cual los ciudadanos toman las decisiones políticas, ya sea en forma directa o mediante representantes elegidos por el pueblo (pág. 188)
- **dharma** s. colección de enseñanzas de Buda, con frecuencia representadas por una rueda (pág. 126)
- **Diaspora** [Diáspora] s. desplazamiento de los judíos hacia otras partes del mundo (pág. 66)
- **Diocletian** [Diocleciano] s. emperador romano que restauró el orden en el imperio y lo dividió en las secciones oriental y occidental (pág. 280)
- direct democracy [democracia directa] s. forma de gobierno en la cual participan todos los ciudadanos (pág. 208)
- **disciples** [discípulos] s. los seguidores más cercanos a Jesús (pág. 262)
- divan [diván] s. consejo imperial que asesoraba al sultán del Imperio Otomano (pág. 450)

- domesticate [domesticar] v. adaptar, cultivar o criar plantas o animales para que sirvan al hombre (pág. 6)
- drama s. relato escrito para ser representado por actores (pág. 222)
- **drought** [sequía] s. largo período con poca lluvia, en el que se hace difícil el cultivo (páq. 26)
- **Duomo** s. catedral con cúpula ubicada en Florencia (pág. 498)
- **dynastic cycle** [ciclo dinástico] *s.* patrón del surgimiento y la caída de las dinastías en China (pág. 146)
- dynasty [dinastía] s. familia o grupo que gobierna por varias generaciones (págs. 94, 146)

Ε

- Eastern Orthodox Church [Iglesia Ortodoxa Oriental] s. rama del cristianismo que se desarrolló en el Imperio Romano Oriental (pág. 286)
- Elizabethan Age [Era Isabelina] s. período de la historia inglesa llamado así en honor de la reina Isabel I, quien gobernó desde 1558 hasta 1603 (pág. 508)
- embalm [embalsamar] v. conservar un cuerpo después de la muerte (pág. 86)
- embassy [embajada] s. oficina del gobierno de un país ubicada en otro país (pág. 424)
- **emperor** [emperador] s. persona que gobierna un imperio (págs. 42, 256)
- empire [imperio] s. grupo de distintas culturas y territorios gobernados por un soberano supremo (págs. 42, 102, 126, 256, 442)
- epic [épica] s. poema extenso acerca de las aventuras de un héroe (págs. 182, 292)
- **Epistles** [Epístolas] *s.* cartas que se incluyeron en el Nuevo Testamento (pág. 262)
- **exile** [exilio] s. expulsión forzada de la propia patria, a menudo hacia tierras lejanas (pág. 42)
- **Exodus** [Éxodo] s. emigración de los israelitas desde Egipto (pág. 54)

F

- **fable** [fábula] s. narración corta que usualmente incluye personajes animales y transmite una enseñanza moral (pág. 182)
- **federalism** [federalismo] s. sistema donde el poder se comparte entre una organización y sus miembros (pág. 522)
- **fertile** [fértil] *adj.* favorable para plantar cultivos y otras plantas (pág. 78)
- Fertile Crescent [Creciente Fértil] s. región que se extiende desde el golfo Pérsico hacia el noroeste, hasta los ríos Tigris y Éufrates, y hacia el oeste hasta el mar Mediterráneo (pág. 42)

- **feudalism** [feudalismo] s. sistema político y social de la Edad Media en Europa, en el cual los señores feudales otorgaban tierras a sus vasallos a cambio de servicios y lealtad (pág. 462)
- **filial piety** [amor filial] s. respeto de los hijos hacia sus padres y ancestros, una enseñanza importante del confucionismo (pág. 152)
- **floodplain** [llanura de inundación] s. tierra baja adyacente a las riberas de un río (pág. 26)
- Forbidden City [Ciudad Prohibida] s. grupo de palacios amurallados construidos para el emperador chino en la ciudad capital de Beijing (pág. 412)

G

- **Gandhi, Mohandas** s. líder indio del siglo XX que contribuyó a independizar a su país mediante la resistencia pacífica al gobierno colonial (pág. 134)
- **Gautama, Siddhartha** s. fundador del budismo, también conocido como Buda, o "el iluminado" (pág. 126)
- **Genghis Khan** s. líder Mongol que unificó las tribus de Mongolia y comenzó una campaña de conquista (pág. 406)
- gentiles s. pueblos no judíos (págs. 262, 274)
- **geocentric theory** [teoría geocéntrica] s. creencia de que la Tierra es el centro del universo (pág. 534)
- **Ghana** s. reino que existió desde el siglo VIII hasta el siglo XI en la región ubicada entre el Sahara y las selvas del sur de África occidental (pág. 342)
- **gladiators** [gladiadores] s. guerreros romanos entrenados (pág. 256)
- **golden age** [edad de oro] s. período en el cual una sociedad consigue prosperidad y logros culturales (pág. 322)
- **Gospels** [Evangelios] s. cuatro relatos escritos sobre la vida de Jesús (pág. 262)
- **government** [gobierno] s. organización establecida para crear y hacer cumplir las reglas de una sociedad (pág. 14)
- Great Plains [Grandes Llanuras] s. región cultural ubicada en la vasta planicie del centro de Norteamérica, que se extiende desde la zona central de Canadá hacia el sur, hasta Texas (pág. 378)
- **Great Schism** [Gran Cisma] s. división en la Iglesia Católica Romana desde 1378 hasta 1417, que ocurrió cuando las dos centros de poder de la Iglesia eligieron papas distintos (pág. 516)
- **Great Wall** [Gran Muralla] s. muralla construida por Shi Huangdi para unir murallas más pequeñas y mantener a los invasores fuera de China (pág. 158)

- **Great Zimbabwe** [Gran Zimbabwe] s. asentamiento central del Imperio Shona en África (pág. 350)
- **griots** s. narradores de las civilizaciones africanas (pág. 336)
- **guilds** [gremios] s. asociaciones de personas que comparten una profesión u oficio, creadas con la intención de controlar la calidad y cantidad de su producción y para proteger sus intereses (pág. 462)
- **Gutenberg, Johann** s. inventor alemán de la imprenta (pág. 508)

Н

- habeas corpus [hábeas corpus] s. derecho de las personas a no ser encarceladas en forma ilegítima (pág. 488)
- haiku s. forma japonesa de poesía que tiene 17 sílabas organizadas en versos de 5, 7 y 5 sílabas (pág. 424)
- Han Dynasty [Dinastía Han] s. dinastía china comenzada en el año 202 a. C. por Liu Bang, que reunificó China (págs. 158, 388)
- **Harappan civilization** [civilización harappa] s. antigua civilización que se desarrolló a orillas del río Indo (pág. 112)
- **harmony** [armonía] s. correspondencia de sentimientos (pág. 152)
- Hatshepsut s. mujer faraón que fortaleció a Egipto mediante el comercio (pág. 102)
- heliocentric theory [teoría heliocéntrica] s. creencia de que el Sol es el centro del universo (pág. 534)
- **Hellenistic** [helenístico] *adj.* cultura constituida por elementos de los estilos y costumbres de Grecia, Persia, Egipto e India (pág. 216)
- **helots** [ilotas] *s.* habitantes esclavizados de Esparta (pág. 196)
- hieroglyphs [jeroglíficos] s. dibujos que representan palabras o sonidos (pág. 86)
- **Hijrah** s. desplazamiento de Mahoma y sus seguidores desde La Meca a Yathrib en el año 622 d. C. (pág. 306)
- **Himalayas** s. las montañas más altas del mundo, que se extienden a través del norte de la India y separan a la India de China y del resto de Asia (pág. 112)
- Hindu-Arabic numerals [números indoarábigos] s. números utilizados actualmente que tuvieron origen en la India y llegaron al Occidente a través del comercio con los árabes (pág. 134)
- **Hinduism** [hinduismo] s. nombre actual de la religión más importante de la India, que se desarrolló a partir del brahmanismo (págs. 120, 434)

Hindu Kush s. cadena de montañas que se extiende hasta el noroeste de la India (pág. 112)

humanism [humanismo] s. corriente de pensamiento que se centra en los seres humanos y en su potencial para lograr sus objetivos (págs. 498, 534)

Hundred Years' War [Guerra de los Cien Años] s. serie de guerras entre Inglaterra y Francia que tuvieron lugar entre 1337 y 1453 (pág. 480)

hunter-gatherers [cazadores y recolectores] s. personas que cazan animales y recolectan plantas para obtener alimento (pág. 6)

Iberian Peninsula [Península Ibérica] s. extremo suroeste de Europa; ubicación actual de España y Portugal (pág. 314)

ideal s. forma perfecta (pág. 222)

Ignatius of Loyola [Ignacio de Loyola] s. español que fundó la orden religiosa de los jesuitas (pág. 522)

imperial *adj.* relativo a un imperio o emperador (pág. 398)

Indochinese Peninsula [Península de Indochina] s. extensa área de tierra ubicada al sur de China (pág. 434)

indulgence [indulgencia] s. reducción de la pena en la Tierra por un pecado (pág. 516)

Inquisition [Inquisición] s. tribunal establecido por la Iglesia Católica Romana para hallar y castigar a aquéllos que se habían desviado de la fe de la Iglesia Católica Romana (págs. 472, 522)

Iroquois Confederacy [Confederación Iroquesa] s. grupo de indígenas norteamericanos formado alrededor del año 1450 y constituido por las tribus cayuga, mohawk, oneida, onondaga y seneca (pág. 378)

irrigation [irrigación] s. riego de la tierra árida mediante acequias, tuberías o arroyos (págs. 14, 26, 78)

Islam [islamismo] s. religión monoteísta basada en el sometimiento a la voluntad de Dios y en las enseñanzas del Corán, el libro sagrado de los musulmanes (pág. 306)

isthmus [istmo] s. angosta lengua de tierra que conecta dos extensiones más grandes de tierra (págs. 176, 362)

Jahangir s. hijo de Akbar, que permitió que su esposa controlara el Imperio Mongol después de llegar al trono (pág. 442)

janissaries [jenízaros] s. miembros de una fuerza élite de soldados del Imperio Otomano, constituida principalmente por esclavos (pág. 450)

Jesuits [jesuitas] s. orden religiosa también Ilamada la Sociedad de Jesús, fundada por Ignacio de Loyola (pág. 522)

Jesus [Jesús] s. maestro judío cuya vida y enseñanzas se convirtieron en la base del cristianismo (pág. 262)

Joan of Arc [Juana de Arco] s. joven campesina francesa que llevó a los franceses a la victoria contra los ingleses en Orléans, en 1429 (pág. 480)

Judaism [judaísmo] s. religión monoteísta de los judíos, basada en las escrituras de la Biblia hebrea (pág. 54)

justice [justicia] s. tratamiento equitativo de todas las personas, basado en la ley (pág. 42)

Justinian [Justiniano] s. emperador que expandió el Imperio Bizantino (pág. 286)

Justinian Code [Código Justiniano] s. código unificado de leyes basadas en el derecho romano (pág. 286)

K

Kalidasa s. uno de los escritores más importantes de la India (pág. 134)

karma s. en el hinduismo, las consecuencias de las acciones de una persona, que determina su destino en su próxima vida (pág. 120)

khanate [kanato] s. una de las secciones del Imperio Mongol (pág. 406)

Khayyam, Omar s. maestro de la forma poética denominada cuarteta, popular en Persia (pág. 322)

Khmer Empire [Imperio Khmer] s. imperio que comenzó en el siglo VI y había ganado el control de gran parte del sudeste continental asiático hacia el siglo IX (pág. 434)

Khufu s. faraón que ordenó la construcción de la pirámide más grande que se haya construido jamás (pág. 94)

Kilwa s. antigua ciudad estado ubicada en la costa oriental de África, establecida por personas provenientes de Arabia y Persia (pág. 350)

king [rey] s. líder de mayor rango de un grupo de personas (pág. 32)

King John [rey John] s. rey de Inglaterra que firmó la Carta Magna en 1215 (pág. 488)

Kongo [Congo] s. un reino de habla bantú que surgió en el siglo XIV en la región del río Congo, a lo largo de la costa occidental de África (pág. 350)

Koryo s. reino de la península coreana, establecido en el siglo X, del cual toma su nombre Corea actual (páq. 434)

Kublai Khan s. nieto de Genghis Kahn que asumió el poder y obtuvo el control de toda China (pág. 406)

Kush s. reino nubio que conquistó la totalidad del Alto y el Bajo Egipto en el siglo VIII a. C. (pág. 102)

Legalism [legalismo] s. creencia de que un gobierno poderoso y eficiente y un sistema legal estricto son las claves para obtener el orden social (pág. 152)

legend [leyenda] s. narración popular que no puede probarse, transmitida desde épocas remotas (pág. 238)

Leonardo da Vinci s. pintor y científico del Renacimiento italiano (pág. 498)

linen [lino] s. tela tejida con fibras de la planta de lino (pág. 78)

longbow [arco inglés] s. arma que podía lanzar flechas con suficiente fuerza como para penetrar la armadura de un caballero (pág. 480)

lord [señor] s. terrateniente poderoso en la Europa medieval (pág. 462)

Luther, Martin [Luther, Martín] s. teólogo alemán, nacido en 1483, que fue un líder de la Reforma (pág. 516)

M

Magna Carta [Carta Magna] s. lista de derechos redactada por la nobleza inglesa y firmada por el rey John en 1215 (pág. 488)

Mali [Malí] s. imperio de África Occidental del pueblo malinké entre los siglos XIII y XVI (pág. 342)

Manchus [manchú] s. pueblo del noreste de China que conquistó a los Ming y comenzó la última dinastía (los Qing) de la historia china (pág. 412)

Mandate of Heaven [Mandato del Cielo] s. antigua creencia china que postulaba que un buen gobernante tenía la aprobación de los dioses (pág. 146)

manor [señorío] s. vivienda de un noble feudal y las aldeas que se hallaban en sus tierras, donde vivían los campesinos (pág. 462)

Marathon [Maratón] s. llanura cercana a Atenas (pág. 196)

maritime [marítimo] adj. relativo al mar (pág. 412)

Masada s. fortaleza judía con vista al mar Negro en Israel (pág. 66)

matrilineal descent [descendencia matrilineal] s. identidad familiar que se basa en la familia de la madre, no en la del padre (pág. 378)

Maya [maya] s. civilización mesoamericana que alcanzó su máximo esplendor entre el año 250 y el año 900 d. C. (pág. 368)

mercantilism [mercantilismo] s. política económica basada en la idea de que el poder de una nación depende de su riqueza (pág. 552)

mercenary [mercenario] s. soldado contratado (pág. 280)

Mesoamerica [Mesoamérica] s. región que comprende el centro y el sur de México y gran parte de América Central (pág. 362)

Mesopotamia s. territorio entre los ríos Tigris y Éufrates (pág. 26)

Messiah [Mesías] s. palabra hebrea que significa "el ungido", a quien se le asigna alguna misión o liderazgo (pág. 60)

Michelangelo [Miguel Ángel] s. escultor, pintor y arquitecto del Renacimiento italiano (pág. 498)

Middle Ages [Edad Media] s. período entre la caída del Imperio Romano y el Renacimiento, desde aproximadamente el año 500 al año 1450 (pág. 462)

migration [migración] s. proceso de mudarse de una región a otra (págs. 6, 120, 336)

missionary [misionero] s. persona enviada a otros países a realizar trabajos religiosos (pág. 262)

Mongols [mongoles] s. feroces guerreros nómadas que vivían en las planicies al noroeste de China (pág. 406)

monotheism [monoteísmo] s. creencia en un solo Dios (págs. 54, 306)

monsoons [monzones] s. sistema de vientos estacionales que producen una estación húmeda o seca en una región, a veces acompañados de abundantes lluvias (pág. 112)

Montezuma II [Moctezuma II] s. último emperador azteca, que gobernó desde 1502 al año 1520 d. C. y fue derrocado por los españoles (pág. 368)

mosaic [mosaico] s. imagen que se forma colocando sobre una superficie trocitos de piedra, azulejo o vidrio de varios colores (pág. 292)

Moses [Moisés] s. según la Biblia, el profeta que condujo a los israelitas fuera de Egipto (pág. 54)

mosque [mezquita] s. edificio donde los musulmanes practican sus ceremonias religiosas (págs. 306, 450)

mother culture [cultura madre] s. cultura que modela e influye las costumbres e ideas de culturas posteriores (pág. 368)

- **Mount Olympus** [Monte Olimpo] s. la montaña más alta de Grecia; según la mitología, hogar de los dioses griegos (pág. 182)
- movable type [tipo móvil] s. pequeño bloque de metal o de madera que tiene un solo signo en relieve, utilizado para imprimir textos (pág. 398)
- Mughals [mogoles] s. musulmanes provenientes del centro de Asia que conquistaron el norte de la India en el siglo XVI (pág. 442)
- mummy [momia] s. cuerpo preparado para su entierro según una antigua práctica egipcia (pág. 86)
- Musa, Mansa s. líder del Imperio Malí desde el año 1312 hasta aproximadamente el año 1337 (pág. 342)
- Muslims [musulmanes] s. seguidores del islamismo (pág. 306)
- myth [mito] s. relato con el cual las personas explican creencias acerca de su mundo (pág. 182)

N

- **nirvana** s. en el budismo, un estado de sabiduría que pone fin a la reencarnación (pág. 126)
- **nomads** [nómadas] s. miembros de un grupo de personas que no tienen un hogar fijo, sino que se mudan de un lugar a otro (págs. 6, 146, 306, 388)
- Nur Jahan s. esposa de Jahangir, quien ejercía el verdadero poder en la India de los mogoles mientras su marido fue emperador (pág. 442)

O

- **obelisk** [obelisco] s. monumento de piedra en forma de pilar (pág. 102)
- **oligarchy** [oligarquía] s. un gobierno ejercido por unos pocos individuos poderosos (pág. 188)
- Olmec [olmeca] s. la principal civilización mesoamericana más antigua, que floreció desde el año 1200 hasta el año 400 a. C. (pág. 368)
- **Olympics** [Olimpíada] s. juegos llevados a cabo en la antigua Grecia cada cuatro años (pág. 182)
- oracle bones [huesos de oráculo] s. huesos de animales o caparazones utilizados por los reyes Shang para comunicarse con los dioses (pág. 146)
- **oratory** [oratoria] *s.* arte de hablar en público (pág. 292)
- Osman s. fundador del Imperio Otomano en Asia Menor a inicios del siglo XIV (pág. 450)
- ostracize [desterrar] v. en la antigua Grecia, expulsar a una persona de la ciudad estado durante diez años (pág. 188)

P

- Pachacuti s. noveno soberano de los incas, quien asumió el poder en el año 1438 d. C. y expandió el Imperio Inca (pág. 368)
- papyrus [papiro] s. material parecido al papel realizado con tallos de la planta de papiro (pág. 86)
- **parables** [parábolas] s. narraciones que transmiten moralejas, relatadas a menudo por Jesús (pág. 262)
- parliament [parlamento] s. grupo de representantes con ciertos poderes del gobierno (pág. 488)
- Parthenon [Partenón] s. templo en honor a Atenea ubicado en la Acrópolis (pág. 208)
- patricians [patricios] s. hacendados adinerados que ocupaban los puestos más importantes del gobierno en la antigua Roma (pág. 238)
- patrons [patrocinador] s. personas adineradas o poderosas que dan dinero, apoyo y estímulo a un artista o a una causa (pág. 498)
- Paul [Pablo] s. apóstol y uno de los primeros líderes de la iglesia cristiana (pág. 262)
- **Pax Romana** s. frase latina que significa "Paz Romana" y se refiere a la paz y estabilidad del Imperio Romano (pág. 246)
- Peace of Westphalia [Paz de Westfalia] s. tratado que reconoció la división religiosa de Europa occidental (pág. 522)
- **pediment** [frontón] s. espacio triangular entre la parte superior de una columnata y el techo (pág. 222)
- Peloponnesian War [Guerra del Peloponeso] s. conflicto bélico entre Atenas y Esparta desde el año 431 hasta el año 404 a. C. (pág. 208)
- **Peloponnesus** [Peloponeso] s. península que forma la parte sur de Grecia (pág. 176)
- peninsula [península] s. masa de tierra rodeada casi completamente por agua (págs. 176, 238)
- Pericles s. líder de Atenas desde el año 460 hasta el año 429 a. C. (pág. 208)
- **perspective** [perspectiva] s. técnica empleada por los artistas para dar la apariencia de profundidad y distancia (pág. 498)
- **pharaoh** [faraón] s. gobernante del antiguo Egipto (pág. 94)
- **philosophy** [filosofía] s. estudio lógico de las verdades básicas acerca del conocimiento, los valores y el universo (págs. 152, 222)
- **Phoenicians** [fenicios] s. pueblo del suroeste de Asia que comenzó a comerciar alrededor del año 1100 a. C. (pág. 176)

- pictographs [pictogramas] s. fotografías o dibujos que representan una palabra o una idea (págs. 32, 146)
- **pilgrimage** [peregrinaje] s. viaje a un lugar sagrado o santuario (págs. 306, 442)
- Piye s. rey de Kush alrededor del año 750 a. C., que ganó el control de Egipto, se convirtió en faraón y unificó Egipto y Kush (pág. 102)
- plague [peste] s. enfermedad que se propaga fácilmente y generalmente causa la muerte (pág. 208)
- planned cities [ciudades planificadas] s. ciudades construidas según un diseño (pág. 112)
- **plebeians** [plebeyos] s. ciudadanos corrientes que tenían derecho al voto pero no a ocupar puestos de gobierno en la antigua Roma (pág. 238)
- plunder [saquear] v. tomar posesión de algo por la fuerza (pág. 280)
- polis s. palabra griega para designar a la ciudadestado (pág. 188)
- **Polo, Marco** s. viajero italiano que fue a China (pág. 406)
- **polytheism** [politeísmo] s. creencia en muchos dioses y diosas (págs. 32, 86, 182, 306)
- **pope** [Papa] s. obispo de Roma y el obispo más importante de la Iglesia Católica (págs. 274, 516)
- porcelain [porcelana] s. material de cerámica dura y blanca, a menudo denominada loza fina o "china" (pág. 398)
- **potlatch** s. ceremonia donde se entregan regalos y otros objetos para mostrar la riqueza y la posición social del donante (pág. 378)
- primary source [fuente primaria] s. documento o artefacto creado por una persona que presenció un acontecimiento histórico (pág. 6)
- printing press [imprenta] s. máquina que imprimía páginas de forma mecánica prensando moldes entintados sobre papel; inventada aproximadamente en el año 1455 (pág. 508)
- prophets [profetas] s. líderes espirituales que se creía tenían una habilidad especial para interpretar la palabra de Dios (pág. 60)
- **Protestant** [protestante] s. miembro de un grupo cristiano que se separó de la Iglesia Católica (pág. 516)
- **provinces** [provincias] s. divisiones gubernamentales similares a estados (pág. 42)
- pueblos s. en el Suroeste de los Estados Unidos, re refiere a aldeas formadas por viviendas de varios pisos construidas con adobe o piedra (pág. 378)
- **pyramid** [pirámide] s estructura del antiguo Egipto, construida sobre o alrededor de una tumba (pág. 94)

- Q
 - **Qin** [Quing] s. estado de la antigua China (pág. 158)
 - Qur'an [Corán] s. libro sagrado de los musulmanes (pág. 306)

R

- **rabbis** [rabinos] s. líderes y maestros judíos (pág. 66)
- Ramses II [Ramsés II] s. faraón que gobernó Egipto durante 66 años y que expandió enormemente el Imperio Egipcio al conquistar los territorios vecinos (pág. 102)
- rationalism [racionalismo] s. uso del pensamiento lógico para comprender el mundo (pág. 534)
- Reconquista s. serie de campañas finalizadas en 1492, por las cuales los ejércitos cristianos expulsaron a los gobernantes musulmanes de España (pág. 472)
- **Reformation** [Reforma] s. movimiento de oposicion a la Iglesia Católica que comenzó en el siglo XVI (pág. 516)
- reincarnation [reencarnación] s. el renacimiento de un alma en otro cuerpo (pág. 120)
- **religion** [religión] s. veneración de un Dios, dioses o espíritus (págs. 6, 134)
- **religious order** [orden religiosa] s. grupo de personas que viven según una norma religiosa (pág. 472)
- Remus [Remo] s. hermano gemelo de Rómulo, el héroe legendario que fundó Roma (pág. 238)
- Renaissance [Renacimiento] s. resurgimiento de la creatividad, la literatura y la enseñanza en Europa desde aproximadamente el año 1300 hasta el año 1600 (pág. 498)
- republic [república] s. forma de gobierno en la cual los ciudadanos eligen a sus representantes para que gobiernen en su nombre (pág. 238)
- **reunify** [reunificar] v. volver a unir algo que había sido separado (pág. 388)
- Roman Catholic Church [Iglesia Católica Romana] s. iglesia cristiana con sede en Roma (págs. 274, 286, 516)
- Romulus [Rómulo] s. héroe legendario que fundó Roma (pág. 238)
- **Royal Road** [Camino Real] s. camino usado con fines gubernamentales en la antigüedad (pág. 42)

S

- Sahara s. gran desierto en el norte de África (pág. 336)
- Saladin s. líder militar que unió a los musulmanes para combatir a los cristianos en Palestina durante el siglo XII (pág. 472)
- **samurai** [samurais] s. soldados profesionales de Japón (pág. 424)
- **satraps** [sátrapas] s. gobernadores de provincias en el Imperio Persa (pág. 42)
- **savannas** [sabanas] s. llanuras de pastizales con muy pocos árboles ubicadas en las regiones tropicales o subtropicales (pág. 336)
- scholar-official [erudito funcionario] s. persona instruida que trabajaba en el gobierno chino (pág. 398)
- scientific method [método científico] s. manera de comprender el mundo a partir de la observación y los experimentos (pág. 534)
- Scientific Revolution [Revolución Científica] s. cambio importante en el pensamiento europeo, ocurrido a mediados del siglo XVI, que llevó al cuestionamiento de las viejas teorías (pág. 534)
- scribes [escribas] s. personas especializadas en escribir y llevar registros (págs. 32, 86)
- **secondary source** [fuente secundaria] s. obra sobre un acontecimiento histórico por una persona que no lo presenció (pág. 6)
- Senate [senado] s. poderoso cuerpo gubernamental de 300 miembros que asesoraban a los líderes romanos (pág. 238)
- **serfs** [siervos] *s.* personas que vivían y trabajaban en el señorío de un noble feudal o un vasallo (pág. 462)
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- **Shakespeare, William** s. dramaturgo y poeta inglés quien vivió a finales del siglo XVI y comienzos del siglo XVII (pág. 508)
- Shi'a [chia] s. rama del islamismo que se opuso al gobierno de la familia Omeya (pág. 314)
- Shi Huangdi s. soberano chino que asumió el poder en el año 221 a. C. y unificó y expandió China al acabar con las batallas internas y conquistar estados rivales (pág. 158)
- **Shinto** [sintoísmo] s. religión tradicional japonesa basada en el culto a dioses que se hallan en la naturaleza (pág. 424)
- **shogun** [shogún] s. líder de un gobierno militar de Japón que comenzó en 1192 (pág. 424)
- Shona [shona] s. cultura de habla bantú que prosperó hacia el año 1000 en lo que hoy es Botswana, Mozambique y Zimbabwe (pág. 350)

- **Silk Roads** [Rutas de la Seda] s. rutas comerciales terrestres por las cuales la seda y otras mercancías chinas pasaban hacia Mesopotamia y Europa (págs. 164, 406)
- silt [limo] s. tierra fina y fértil transportada por los ríos y depositada en las tierras circundantes (págs. 26, 78)
- slash-and-burn agriculture [agricultura de tala y quema] s. tipo de agricultura que consiste en talar y quemar la vegetación natural para preparar terrenos para el cultivo (pág. 362)
- Smith, Adam s. economista que en su obra más importante, "La riqueza de las naciones" (The Wealth of Nations), escribió que la libertad económica conduciría al éxito económico (pág. 552)
- social class [clase social] s. grupo de personas que comparten costumbres, orígenes, formación e ingresos similares (pág. 14)
- **Solomon** [Salomón] s. hijo de David, que se convirtió en el tercer rey de Israel alrededor del año 962 a. C. (pág. 60)
- **Songhai** [Songay] s. pueblo de África Occidental cuyos líderes crearon un gran imperio en los siglos XV y XVI (pág. 342)
- **Sparta** [Esparta] s. ciudad estado de la antigua Grecia, caracterizada por su militarismo (pág. 196)
- **specialization** [especialización] s. habilidad para un tipo de trabajo (págs. 14, 86, 336)
- sponsor [patrocinador] s. persona que da dinero para apoyar un proyecto, como un viaje (pág. 542)
- **standing army** [ejército permanente] s. fuerza militar que se conserva tanto en épocas de guerra como en épocas de paz (pág. 322)
- **step pyramid** [pirámide escalonada] s. tipo de pirámide cuyos lados se elevan en escalones gigantes (pág. 94)
- **Stoicism** [estoicismo] s. originalmente, una filosofía griega que enfatizaba la importancia de la virtud, el deber y la entereza (pág. 292)
- subcontinent [subcontinente] s. gran extensión de tierra que forma parte de un continente pero que se considera como una región distinta (pág. 112)
- succession [sucesión] s. orden en el cual los miembros de una familia real heredan un trono (pág. 94)
- **Suleyman I** [Solimán I] s. sultán del Imperio Otomano en el siglo XVI que organizó un código legal efectivo (pág. 450)
- Sundiata s. soberano del pueblo malinké en el siglo XIII que expandió enormemente el imperio Malí (pág. 342)
- **Sunnah** [Sunna] s. enseñanzas y prácticas de Mahoma usadas como guía para vivir (pág. 306)

- **Sunnis** [suníes] s. miembros de la rama del islamismo que aceptó a los califas escogidos como sucesores de Mahoma y no se opuso a los omeyas (pág. 314)
- surplus [excedente] s. cantidad producida en exceso de lo que se necesita (págs. 14, 26)
- **Swahili** [swahili] s. lengua africana que combina elementos del bantú y del árabe (pág. 350)
- **synagogues** [sinagogas] s. edificios de culto y oración de los judíos (pág. 66)

Т

- Taj Mahal s. hermosa tumba ubicada en la India, construida por el sah Jahan en honor a su esposa, Mumtaz Mahal (pág. 442)
- **technology** [tecnología]s. aplicación del conocimiento, herramientas e invenciones del ser humano para satisfacer sus necesidades (pág. 6)
- **Ten Commandments** [Diez Mandamientos] s. base de la ley de los israelitas; según la Torá, entregados por Dios a Moisés (pág. 54)
- **Timbuktu** [Tombuctú] s. ciudad de Malí, desarrollada por Sundiata en el siglo XIII como un centro de comercio y cultura (pág. 342)
- **toleration** [tolerancia] s. práctica de permitir que las personas conserven sus tradiciones y creencias (pág. 42)
- **tragedy** [tragedia] s. obra de teatro seria que representa la caída de un personaje principal (pág. 222)
- **trans-Eurasian** [trans-euroasiático] *adj.* relativo a los continentes de Europa y Asia (pág. 164)
- **Treaty of Tordesillas** [Tratado de Tordesillas] s. acuerdo entre España y Portugal de 1494 que le dio a Portugal el control sobre el territorio del actual Brasil (pág. 542)
- **triangular trade** [triángulo comercial] s. intercambio de mercancías y esclavos a través del océano Atlántico, entre África, el continente americano y Europa (pág. 552)
- **tribute** [tributo] s. pago realizado a cambio de protección (págs. 42, 368)
- Trinity [Trinidad] s. creencia cristiana en la unión de tres personas divinas (el Padre, el Hijo Jesús— y el Espíritu Santo) en un solo Dios (pág. 274)
- tropical adj. con clima cálido y lluvioso (pág. 362)
- **truce** [tregua] s. acuerdo para detener una pelea (pág. 208)
- **tyrant** [tirano] *s.* en la antigua Grecia, un gobernante que ha tomado el poder en forma ilegal (pág. 188)

U

- Umayyads [Omeya] s. dinastía que gobernó al Imperio Musulmán desde el año 661 al año 750 (pág. 314)
- universal gravitation [gravitación universal] s. fuerza de atracción que actúa sobre todos los objetos del universo (pág. 534)

V

- vassal [vasallo] s. persona de la sociedad feudal que recibía tierras y protección de los señores a cambio de su lealtad (págs. 424, 462)
- vaults [bóvedas] s. arcos que forman un cielorraso o techo (pág. 292)
- **vegetation zone** [zona de vegetación] s. región que, debido a su suelo y su clima, tiene ciertos tipos de plantas (pág. 336)
- vernacular [vernáculo] s. la lengua nativa de una persona (pág. 508)

W

- wood-block printing [imprenta con bloques de madera] s. sistema de impresión desarrollado por los antiguos chinos, que utilizaba bloques de madera tallados en relieve con los caracteres suficientes para imprimir páginas enteras (pág. 398)
- woodcut [xilografía] s. imagen producida a partir de un grabado en madera (pág. 508)

Y

Yucatán Peninsula [península de Yucatán] s. zona de selva densa en el sureste de México, que se extiende hacia el golfo de México y el mar Caribe (pág. 362)

Z

- Zealots [zelotes] s. grupo de judíos que lideraron una rebelión contra la autoridad romana (pág. 66)
- **zen** s. forma de budismo que se basa en la autodisciplina, la simplicidad y la meditación (pág. 424)
- Zeus s. dios supremo de los griegos (pág. 182)
- **Zheng He** s. almirante chino cuyos viajes expandieron enormemente el comercio exterior y la reputación de China (pág. 412)
- ziggurat [zigurat] s. templo construido sobre una serie de plataformas cada vez más pequeñas (pág. 32)

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Chapter 5

110 bottom left, Necklace, from Mohenjo-Daro, Indus Valley, Pakistan (30th century B.C.), Harappan. National Museum of India, New Delhi, India. Photo © Bridgeman Art Library International; bottom right, Head of Hatshepsut (1490-1470 B.C.). Fragment of a statue from the queen's temple at Deir el-Bahari representing Hatshepsut in the form of Osiris. Egyptian Museum, Cairo, Egypt. Photo © Werner Forman/Art Resource, New York; 111 bottom left Alexander the Great, so-called Alexander Azara, copy (first century B.C.) of original bust (about 320 B.C.), Leochares. Marble, 65 cm high. Louvre, Paris, France. Photo © Erich Lessing/Art Resource, New York; bottom right, Chatra and Couchiglia coin from reign of Chandra Gupta (about fourth-fifth century B.C.). National Museum, New Delhi, Delhi, India. Photo © Borromeo/Art Resource, New York; 112 © Tibor Bognar/Alamy; 113 top Illustration by Gino D'Achille/Artist Partners; bottom © Frans Lemmens/The Image Bank/Getty Images; 114 Photo by Sharon Hoogstraten; 115 Seal depicting elephant and monograms (2500-2000 B.C.), Indus civilization from Mohenjo Daro. Photo © Dagli Orti (A)/National Museum Karachi/The Art Archive; 116-117 inset © B. Norman/ Ancient Art and Architecture Collection Ltd; 116 background Mohenjo-Daro ruins. Mohenjo-Daro, Pakistan. Photo © Borromeo/ Art Resource, New York; 117 center left © Robert Harding/Robert Harding World Imagery/Getty Images; center right Necklace composed of beads from the Indus Valley, Northeast Iran and Central Asia (about 2500-2000 B.C.). Louvre, Paris, France. Photo © Bruce White/Réunion des Musées Nationaux/Art Resource, New York; right Terracotta pot and lid, from 'Cemetery H' at Harappa, Indus Valley (1500-1200 B.C.), Indian School. Terracotta, 21.5

cm high. National Museum of India, New Delhi, India. Photo © Bridgeman Art Library; 118 Bust of Priest-King (2500-2000 B.C.). White steatite. National Museum, Karachi. Photo © Dagli Orti (A)/National Museum Karachi/The Art Archive; 119 Indus Copper Implements. National Museum of New Delhi, New Delhi, India. Photo © Angelo Hornak/Corbis; 121 top Shiva Nataraja (15th century). Bronze sculpture. Photo @ Burstein Collection/Corbis; bottom © Grant Dixon/Lonely Planet Images/Getty Images; 123 © The British Library/HIP/The Image Works, Inc.; 124 Shri Krishna, Indian school. Gouache and watercolor on paper. Private collection, Dinodia. Photo © Bridgeman Art Library; 125 © Steve Allen/The Image Bank/Getty Images; 127 top, Pillar of Asoka (273–236 B.C.). Maurya Dynasty. Museum, Sarnath, Uttar Pradesh, India. Photo © Borromeo/Art Resource, New York; bottom, Mahaparinirvana Sculpture at Ajanta (sixth century). Photo © Lindsay Hebberd/ Corbis; 128 Lord Buddha painting. Bodhgaya, Bihar, India. Photo © DPA/SOA/The Image Works; 129 bottom inset, Brahma and Indra inviting the Buddha to preach (first-second century B.C.), Gandhara style. Relief from Gunbat. Museo Nazionale d'Arte Orientale, Rome, Italy. Photo © Scala/Art Resource, New York; bottom Buddha at the Likri Monastery (2006). Photo © Arlene Collins/ The Image Works, Inc.; 130 © Jean-Louis Nou/akg-images; 132 © Robert Harding Picture Library Ltd/Alamy; 134 Figurine depicting Sakuntala Kalidasa (1914), Pawel Wafolomejewitsch Kusnezow. Watercolor on paper, 48.2 × 22 cm. A. A. Bakhrushin Museum. Moscow. Photo © akg-images, London; 135 top Mohandas "Mahatma" Gandhi (March 25, 1940). India. Photo © Hulton-Deutsch Collection/Corbis; bottom © Deshakalyan Chowdhury/ Stringer/AFP/Getty Images; 136 Dance of the Ramayana during a festival in Bangkok. Photo © Charles Walker/Topham/The Image Works; 137 top, Ganesh, the Elephant God (miniature), Indian School. Bombay, India, Dinodia. Photo © Bridgeman Art Library International; 138–139 © Gavin Hellier/Robert Harding World Imagery/Getty Images; 140 background Landscape in the region of Darjeeling (1960), India. Photo © Roger-Viollet/The Image Works, Inc.; top @ Christine Osborne/Corbis; center @ David Samuel Robbins/Corbis; bottom © Christophe Boisvieux/Corbis; 141 background © Dinodia Images/Alamy; top left © Kapoor Baldev/ Sygma/Corbis; top right © Robert Wallis/Corbis; bottom © Brian Lee/Corbis.

Chapter 6

144 bottom left © Royal Ontario Museum/Corbis; bottom right Offering decorated with a jaguar mask (1000-800 B.C.), Olmec. Carved stone. Museo Nacional de Antropologia, Mexico City, Mexico. Photo © Bildarchiv Steffens/Bridgeman Art Library; 145 bottom right Colosseum of Rome (A.D. 72-82). Rome, Italy. Photo © Perry Mastrovito/Corbis; 146 Oracle bone (1766-1122 B.C.), Shang dynasty. The engraved characters are the earliest known examples of Chinese script. The bones originally used for divination also provide information about rulers, battles, folk religion, and religious rites. British Museum, London, Great Britain. Photo © Werner Forman/Art Resource, New York; **147** *top* Vase fanjia for alcohol (1650–1066 B.c.), Shang dynasty. Bronze, 31 x 14.5 cm. From Anyang, China. Inv.: MA 6071. Musée des Arts Asiatiques-Guimet, Paris, France. Photo © Richard Lambert/Réunion des Musées Nationaux/Art Resource, New York; bottom © Thomas Lehne/Alamy; 148 @ epa/Corbis; 150 Jade pendant in the shape of a dragon (18th-19th century), Qing dynasty. This pendant, dating to the Qing dynasty was inspired by an example dating to the Zhou dynasty (1050-221 B.C.). British Museum, London, Great Britain. Photo © HIP/Art Resource, New York; 151 Dragon-Shaped Pendant (about 500–400 B.C.), Eastern Zhou dynasty. Photo © Royal Ontario Museum/Corbis; 153 top Illustration by Eric Robson; bottom, Scene from the Life of Confucius and his disciples (Qing dynasty, 1644-1912), Chinese School. Ink, watercolor and sepia wash on paper. Bibliotheque Nationale, Paris, France. Photo © Lauros/ Giraudon/The Bridgeman Art Library; **154–155** © Henry Westheim Photography/Alamy; 155 © Bettmann/Corbis; 156 The Granger Collection, New York; 158 Qin Shihuangdi (18th century), Chinese. Photo © British Library/The Art Archive; 159 top © Robert Harding Picture Library Ltd/Alamy; bottom Replica of Terra Cotta Army Forbidden Gardens Museum, Katy, Texas. Photo © Greg Smith/ Corbis; 160 Scene of Emperor Qin Shihuangdi burning books and executing scholars from Lives of the Emperors (259-210 B.C.), Hung Wu. Watercolor on silk. Photo © Bibliothèque Nationale Paris/The Art Archive; 162 Court women (206 B.C.-A.D. 220), Han dynasty. Fired clay, polychrome sculpture. Private collection. Photo © François Guénet/akg-images; 163 Flying horse, one leg resting on a swallow (Eastern Han Dynasty). Bronze figure, 34.5 × 45 cm. Excavated 1969 at Wu-Wai, Kansu, China. Gansu Provincial Museum, Lanzhou (Gansu), China. Photo © Erich Lessing/Art Resource, New York;

164 The Granger Collection, New York; 165 top Wuzhu coin issued by Emperor Xuandi (73–47 B.C.), Han dynasty, China. Wuzhu means 'five grains,' and refers to the weight of the coin. British Museum, London, Great Britain. Photo © HIP/Art Resource, New York; bottom, Sakyamuni, the Buddha, preaching on the Vulture Peak from Cave 17, Dunhuang, Tang dynasty (eighth century), Chinese School. Silk embroidery on hemp cloth. British Museum, London, United Kingdom. Photo © Bridgeman Art Library; 166 © F. Jack Jackson/ Alamy; 167 left © David Sanger/The Image Bank/Getty Images; right Green-glazed pottery figure of a dog. Han dynasty. China. Private collection. Photo © Art Resource, New York; 168 Photo by Sharon Hoogstraten; 169 © J Marshall/Tribaleye Images/Alamy.

Unit 3 Opener

172–173 The Acropolis of Athens (1846), Leo von Klenze. Oil on canvas, 102.8 × 147.7 cm. Munich. Neue Pinakothek. Photo © akgimages, London; 173 top Demeter (first century), Roman. Marble, 105 cm high. Carthage, Tunesia. Musée National de Carthage. Photo © Jean-Louis Nou/akg-images; bottom © Dagli Orti/The Art Archive.

Chapter 7

174 bottom left Tiara from Grave III (about 16th century B.C.), Grave Circle A, Mycenae. Gold. National Archaeological Museum, Athens, Greece. Photo © The Bridgeman Art Library; bottom right Sitting man, holding a jaguar cub in his arms, Olmec, El Señor de Las Limas (Veracruz), Monument 1. Jalapa. Museo de Antropologia. Photo © Veintimilla/akg-images, London; 175 bottom left Gold ring with ornaments (late fifth century B.C.), from Ezerovo near Parvomai. 2.7 cm diameter. Archaeological Museum, Sofia, Bulgaria. Photo © Erich Lessing/Art Resource, New York; bottom right Head of a Buddha (12th century), from Angkor (Siemreap). Khmer. Musée des Arts Asiatiques-Guimet, Paris, France. Photo © Erich Lessing/Art Resource, New York; 176 © David Gregs/Alamy; 177 bottom Fish plate (second half of the fourth century B.C.). Red figure vase painting. Louvre, Paris, France. Photo © Réunion des Musées Nationaux/Art Resource, New York; bottom © Gian Berto Vanni/Corbis; 178 map inset © foodfolio/Alamy; 179 The Granger Collection; 180 AP/Wide World Photos; 181 The Granger Collection, New York; 182 © CS Productions/Brand X Pictures/ Alamy; 183 top Heracles leading Alcestris out of the Underworld (about 525-520 B.c.). Black figure amphora, 42.4 cm high. From Vulci. Inv. F 60. Louvre, Paris, France. Photo © Hervé Lewandowski/ Réunion des Musées Nationaux/Art Resource, New York; bottom © Robert Gill/Papilio/Corbis; 184 left Statue of Zeus (about 500 B.C.), Greek. Bronze, mounted, 74 cm high. Ugentum (Lecce), Lower Italy, Inv.Nr. 121327, Museo Archeologico Nazionale, Photo © Andrea Baguzzi/akg-images, London; right Athena with her owl in flight (about 360 B.C.), Etruscan vase. To the right, Poseidon with the trident. Detail of a red figure crater. Inv.: CA 7426. Louvre, Paris, France. Photo © Hervé Lewandowski/Réunion des Musées Nationaux/Art Resource, New York; 185 top AP/Wide World Photos; bottom Demeter (first century), Roman. Marble, 105 cm high. Carthage, Tunesia. Musée National de Carthage. Photo © Jean-Louis Nou/akg-images; 186 Head of Polyphemos (about 150 B.C.), Greek (second century B.C.). Made in Italy. Dolomitic marble from Thasos. Museum of Fine Arts, Boston, Massachusetts, USA. Gift in honour of Edward W. Forbes from his friends. Photo © Bridgeman Art Library; 187 © Elmer Parolini/www.CartoonStock. com; 189 top Ostrakon. Greek potsherd. Agora Museum, Athens, Greece. Photo © Scala/Art Resource, New York; bottom The Agora and Acropolis of Athens (159–138 B.C.), Phidias. Photo © Wolfgang Kaehler/Corbis; 190 Aerial View of Athens (midfourth century B.C.) (1998), Peter Connolly. Watercolor. Photo © Peter Connolly/akg Images. Copyright Connolly through akg-images; 193 Bust of Solon (630–560 B.c.), Greek. Uffizi, Florence, Italy. Photo © Scala/Art Resource, New York; 194 The Agora and the Hephaisteion (Theseion) in Athens (seventh century B.C.), Phidias. Photo © Wolfgang Kaehler/Corbis; 197 top Illustration by Frank Ordaz Studio; bottom Attacking warrior, formerly part of a vessel (510-500 B.C.), Greek. Bronze from Dodona, 12.8 cm high. Inv.: Misc 7470. Antikensammlung, Staatliche Museen zu Berlin, Berlin, Germany. Photo © Johannes Laurentius/Bildarchiv Preussischer Kulturbesitz/Art Resource, New York; 198 Lycurgus demonstrates the meaning of education (about 1660-1661), Caesar Beotius van Everdingen. Oil on canvas, 167 x 218.5 cm. Inv.Nr. 20933. Alkmaar. Stedelijk Museum. Photo @ akg-images, London; 199 The Granger Collection, New York; 201 The Last Spartan Contingent at Thermopylae (1977), Peter Connolly. Watercolor from the book, The Greek Armies. Photo © Peter Connolly/akg-images, London. Copyright Connolly through akg-images; 202-203 Illustration by Roger Stewart.

Chapter 8

206 map inset © M. Crame/Worldwide Picture Library/Alamy; bottom left Ancient Greek Hydria with Osco Warrior on Horseback (fourth century B.C.). Photo © Archivo Iconografico, SA/Corbis; bottom right The Granger Collection, New York; 207 map inset © Hideo Kurihara/Alamy Images; bottom left © POPPERFOTO/Alamy; bottom right Bull, Warring States period (1027-220 B.C.), Chinese School. Chinese/out of copyright. Photo © Private Collection/Paul Freeman/Bridgeman Art Library; 208 © Goodshoot/Corbis; 209 top Illustration by Ezra Tucker; bottom Bust of Pericles (about 495-429 B.C.). Museo Pio Clementino, Vatican Museums, Vatican State. Photo © Scala/Art Resource, New York; 211 Triera, Rafael Monleon y Torres. Watercolor. Photo © Dagli Orti/Museo Naval Madrid/The Art Archive; 212 © Dagli Orti/The Art Archive; 213 The Age of Pericles (1852), Philipp von Foltz. Print, later coloring, after the painting (1853) by Philipp von Foltz. Photo © akg-images, London; 216 The city of Alexandria in Egypt (sixth century). Detail from the floor mosaic in Saint John's Church, Gerasa, Jordan. Archaeological Museum, Gerasa (Jerash), Jordan, Kingdom. Photo © Erich Lessing/Art Resource, New York; 217 top Philip II of Macedon (copy of Greek original, fourth century B.C.). Photo © Dagli Orti (A)/Chiaramonti Museum Vatican/The Art Archive; bottom inset Detail showing Alexander, from Battle of Issus between Alexander the Great and Darius III (second-first century B.C.). Roman mosaic. House of the Faun, Pompeii. Photo © Dagli Orti (A)/Archaeological Museum Naples/The Art Archive; bottom Battle of Issus between Alexander the Great and Darius III (secondfirst century B.C.). Roman mosaic. House of the Faun, Pompeii. Photo © Dagli Orti (A)/Archaeological Museum Naples/The Art Archive; 218-219 Equestrian portrait of Alexander the Great in combat. Museo Archeologico Nazionale, Naples, Italy. Photo © Alinari/Art Resource, New York; 220 Photo by Sharon Hoogstraten; 221 Aristotle teaching astronomers (early 13th century). Al-Mubashshir, Mukhtar al-Hikan (The better sentences and most precise dictions). Ms. Ahmet III, 3206. Saljuq dynasty. Topkapi Palace Museum, Istanbul, Turkey. Photo © Bridegeman-Giraudon/ Art Resource, New York; 222 © Ric Ergenbright/Corbis; 223 top The Victory of Samothrace (second century B.C.), Greek. Parian marble. Louvre, Paris, France. © Lauros/Giraudon/Bridgeman Art Library; bottom © Arco Images/Alamy; 224 top Comic mask (about 250 B.C.), Greek. Terracotta sculpture. Museo Eoliano, Lipari. Photo © Alfio Garozzo/akg-images, London; bottom Tragic theatre mask from Boeotia (about fourth-fifth century B.C.). Pergamon-Museum, Berlin. Photo © akg-images, London; **225** top left Ionic capitel from the grave of Archilochus (late sixth century B.C., inscription fourth century B.C.). Marble. Found in Elyto. Archaeological Museum, Paros. Photo © John Hios/akg-Images; bottom left © Gary Leighty/ Stock Connection Blue/Alamy; right © Image Source/Corbis; **226** Thucydides (about 1800), Georg Mansfeld. Copper engraving. Photo © akg-images, London; 227 Portrait statuette of Socrates (about 200 B.C.-A.D. 100), Greek. Athenian statesman. British Museum, London, Great Britian. Photo © HIP/Art Resource, New York; 230 top Athlete arriving at Olympic Games (about 480 B.C.), Classical Greek. Red-figure cup. Photo © Dagli Orti/ Goulandris Foundation, Athens/The Art Archive; bottom © Le Segretain Pascal/Corbis Sygma; 231 top left View of the Temple seen from the East (completed 550-525 B.C.), Greek. Temple of Hephaestus, Athens, Greece, Index. 200-0436068. Photo © Bridgeman Art Library; top right Lincoln Memorial (1912–1922), Henry Bacon. Photo © Angelo Hornak/Corbis; bottom © Bob Daemmrich/The Image Works, Inc.; bottom inset Kleroterion, Classical Greek. Photo © Dagli Orti/Agora Museum, Athens/The Art Archive.

Unit 4 Opener

234–235 Illustration by Frank Ordaz; *top* © ML Sinibaldi/Corbis; **235** *bottom* Justinian I with crown and sceptre. Mosaic. S. Apollinare in Classe, Ravenna, Italy. Photo © Erich Lessing/Art Resource, New York.

Chapter 9

236 bottom left © Araldo de Luca/Corbis; bottom right © O Louis Mazzatenta/National Geographic/Getty Images; 237 bottom left War elephant, Roman. Terracotta vase. From the period of the Punic wars. Museo Archeologico Nazionale, Naples, Italy. Photo © Scala/Art Resource, New York; bottom right Horse (Han dynasty). Funerary terracotta figurine. Museo d'Arte Orientale, Rome, Italy. Photo © Scala/Art Resource, New York; 239 top Detail of Rome with the Tiber and the Anio, Giovanni Ceccarini. Rome, Italy. Photo © John Heseltine/Corbis; bottom Palatine Hill. View from the Forum Romanum. Palatine Hill, Rome, Italy. Photo © Scala/Art Resource, New York; 241 © Gary Braasch/Corbis; 242 © Dave Bartruff/Corbis; 245 © Andy Crawford/Dorling Kindersley; 246

Bust of Julius Caesar (100-44 B.C.), Roman. Museo Pio Clementino, Vatican Museums, Vatican State. Photo © Scala/Art Resource, New York; 247 top Illustration by Eric Robson; bottom © ML Sinibaldi/ Corbis; 248 The Emperor Julius Caesar, Sir Peter Paul Rubens. On panel, oval. Photo © Christie's Images Ltd.; 249 Portrait bust of Cicero. Uffizi, Florence, Italy. Photo © Alinari/Art Resource, New York; 250 top and bottom The Granger Collection, New York; 251 Augustus in a toga. Roman sculpture. Uffizi, Florence, Italy. Photo © Alinari/Art Resource, New York; 253 Sewer grate. Rome, Italy. Photo © Timothy McCarthy/Art Resource, New York; 254-255 Illustration by Roger Stewart; 256 © The Print Collector/Alamy; 257 top Cave canem. Pompeiian mosaic. House of the Tragic Poet, Pompeii, Italy. Photo © Scala/Art Resource, New York; bottom View of Hadrian's Villa. Hadrian's Villa, Tivoli, Italy. Photo © Werner Forman/Art Resource, New York; 258 Portrait of a young girl (first century A.D.), Roman. Fresco. Museo e Gallerie Nazionali di Capodimonte, Naples, Italy. Photo © Lauros/Giraudon/Bridgeman Art Library; 259 Fall of the Giants, Filippo Tagliolini. Detail of Jupiter hurling a thunderbolt. Photo © Araldo de Luca/Corbis; 260 Illustration by John James; 261 Pont du Gard (19th century B.C.) Roman aqueduct. Pont du Gard, Nimes, France. Photo © Vanni/Art Resource, New York; 262 Risen Christ appearing to the Disciples from the Predis Codex (1476), Cristoforo de Predis. Photo © Archivo Iconografico, S.A./Corbis; 263 top Reliquary cross of Justinian (6th century). Byzantine. Museum of the Treasury, St. Peter's Basilica, Vatican State. Photo © Scala/Art Resource, New York; bottom © Mickael David Authors Image/Alamy; 265 Ms 870 The Sermon on the Mount from the manuscript (1295), Frere Laurent. French School. Vellum. Bibliotheque Mazarine, Paris, France, Archives Charmet. Photo © Bridgeman Art Library; 266 © Dynamic Graphics Group/Creatas/Alamy; 267 Curetes Street and Temple of Hadrian (first-second century A.D.). Ephesus, Turkey. Photo @ Michael Nicholson/Corbis; 268 Portrait of St. Paul, Pompeo Batoni. Basildon Park, Berkshire, Great Britain. Photo © National Trust/Art Resource, New York; 271 Relief from Trajan's Column. Column of Trajan, Rome, Italy. Photo @ Alinari/Art Resource, New York.

Chapter 10

272 bottom left Marcus Aurelius (1429-1484), Mino da Fiesole. Relief profile in marble. Bargello, Florence, Italy. Photo © Bridgeman Art Library; bottom right The tallest of the still erect stelae at Axum (fourth-fifth century), Axumite. Axum, Ethiopia. Photo © Werner Forman/Art Resource, New York; 273 bottom left Emperor Justinian I with crown and sceptre. Mosaic. S. Apollinare in Classe, Ravenna, Italy. Photo © Erich Lessing/Art Resource, New York; bottom center The Granger Collection, New York; bottom right The Granger Collection, New York; 274 Emperor Constantine I the Great (13th century), Byzantine. Mosaic. San Marco, Venice, Italy. Photo © Lauros/Giraudon/The Bridgeman Art Library; 275 top Illustration by Melvyn Grant; bottom © Dennis Degnan/Corbis; 276 Burial niches with fresco Christ, ruler of the World (Pantocrator), Byzantine pattern (seventh-eighth century B.C.), Early Christian, Catacomb of S. Callisto, Rome, Italy, Photo © Erich Lessing/Art Resource, New York; 278 Emperor Constantine I the Great (13th century), Byzantine. Mosaic. San Marco, Venice, Italy. Photo © Lauros/Giraudon/The Bridgeman Art Library; 279 © Visual Arts Library (London)/Alamy; 280 Statue of Diocletian. Marble. Rome, Italy. Photo © Bettmann/Corbis; 281 top Engraved bronze plaque of horseman from Lombardy (seventh century A.D.). Stabio, Switzerland. Bargello Museum, Florence. Photo © Dagli Orti (A)/Bargello Museum Florence/The Art Archive; bottom © Sandro Vannini/Corbis; 282 left Bronze figurine of Roman legionnaire © The British Museum; right, Striding Infantryman. Qin dynasty (221–206 B.C.), Courtesy of the Cultural Relics Bureau, Beijing and The Metropolitan Museum of Art, New York; 283 @ Harvey Lloyd/Taxi/Getty Images; 285 © Archaeologisches Landesmuseum der Christian-Albrechts-Universitat, Schloss Gottorf, Schleswig, Germany; 287 top Justinian I with crown and sceptre. Mosaic. S. Apollinare in Classe, Ravenna, Italy. Photo © Erich Lessing/Art Resource, New York; bottom © David Lomax/Robert Harding World Imagery/Getty Images; 288 Empress Theodora (sixth century A.D.). Mosaic. Detail from Basilica San Vitale, Ravenna, Italy. Photo © Dagli Orti (A)/The Art Archive; 290 left The Granger Collection, New York; right Byzantine cross (A.D. 900-1000). Reliquary of the True Cross. Cathedral, Limburg an der Lahn, Germany. Photo © Werner Forman/Art Resource, New York; 291 Bronze Horses of San Marco (fourth century B.C.), Lysippos. Venice, Italy. Photo © Mimmo Jodice/Corbis; 292 Soldiers of the Praetorian Guard (second century), Roman. Marble relief. Louvre, Paris, France. Photo © Bridgeman Art Library; 293 top Theatrical mask, elderly character. Wallpainting from Pompeii, Italy. Museo Archeological Nazionale, Naples, Italy. Photo © Erich Lessing/Art Resource, New

York; bottom © Soltan Frederic/Corbis Sygma; 294 Photo by Sharon Hoogstraten; 295 MS. 4 f.40v Illuminated initial 'D' (12th century), English School. © Lambeth Palace Library, London, UK. Photo © Bridgeman Art Library; 296 Illustration by Peter Bull; 297 © Lynn Radeka/SuperStock; 298 top © Philip de Bay/Historical Picture Archive/Corbis; bottom right © Joseph Sohm/Visions of America, LLC/Alamy; 299 top left © Lucidio Studio Inc./Corbis; top right © Kevin Fleming/Corbis; bottom left © David Butow/Corbis SABA; bottom right Lucius Annaeus Seneca, marble bust. Archaeological Museum, Naples, Italy. Photo © Daqli Orti/The Art Archive.

Unit 5 Opener

302–303 Illustration by Philip Howe; **303** top left Dome of south Iwan (1611–1638). Safavid dynasty. Masjid-i Shah, Isfahan, Iran. Photo © SEF/Art Resource, New York; bottom left Kuba mask (19th century), African. Painted wood and straw. Private Collection. Photo © Alfredo Dagli Orti/The Art Archive; top right The Granger Collection, New York; center right © Jim Zuckerman/Corbis; bottom right Noh theatre mask of a young woman (19th century), Japanese School. Photo © Leeds Museums and Art Galleries (City Museum), United Kingdom/The Bridgeman Art Library.

Chapter 11

304 bottom left Reliquary of Charlemagne from the Treasury of Aachen Cathedral (1350). Gold inlaid with gems. Aachen Cathedral Treasury, Aachen, Germany, Bildarchiv Steffens. Photo © Bridgeman Art Library; bottom right Minaret of the mosque at Samarrah (A.D. 848-852), Abbasid dynasty. Great Mosque (Mosque of al-Mutawakkil), Samarra, Iraq. Photo © SEF/Art Resource, New York; **305** bottom left Meiping Vase (Song dynasty 906–1279), China. Ceramic. Height: 26.2 cm. Inv.: MA 4113. Photo © Richard Lambert/ Réunion des Musées Nationaux/Art Resource, New York; bottom right Four Muslim Holy Men Seated in Meditation (about 1750). Miniature painting. Photo © Philip Spruyt Stapleton Collection/Corbis; 307 top Illustration by Christian Hook; bottom © David Short/Alamy; 308 © Phil Banko/Corbis; 310 © Reuters/Corbis; 311 Plaque from the Tomb of the Prophet at Mecca (16th century), Turk. Ceramic. Photo © Dagli Orti/Museum of Islamic Art Cairo/The Art Archive; 313 © Steve Raymer/Corbis; 315 top Lamp from Hasan Mosque (16th century). Enamelled glass. Cairo, Egypt. Photo © Dagli Orti/Museum of Islamic Art Cairo/The Art Archive; bottom Islamic miniature painting of Arabs swearing allegiance to Imam 'Ali' at Kufa after the murder of Caliph Othman. British Museum. Photo © Michael Holford; 317 Battle of the tribes. Illumination from Add. Or 25900, f. 121v. By permission of the British Library; 318 Page from the Koran (15th century), Maghreb, Merinde period. Black, blue, and red ink with gold on paper, 19 × 21 cm. Inv.: MNAM 1982.5.1. Musée du Quai Branly, Paris, France. Photo © J.G. Berizzi/Réunion des Musées Nationaux/Art Resource, New York; 319 left @ Paul Doyle/Alamy; right Partial view with cupola of the Sayyida Zainab Mosque (20th century), Damascus. Photo © Hedda Eid/akg-images, London; 321 Caravan of pilgrims on the road to Mecca (16th century), Safavid miniature. Watercolor. British Library, London, Great Britain. Photo @ Art Resource, New York; 322 Folio from a Koran (Mid-14th century), Mamluk dynasty. Photo © Smithsonian Institution/Corbis; 323 top Abbasid period Islamic plate (ninth century), Samarra. Iraq. Photo © Prisma/Ancient Art and Architecture Collection Ltd; 324 Baghdad in the 1800's. © Stock Montage, Inc.; 325 left Pyx with a relief depicting the pleasures of courtly life (A.D. 968), Islamic School. Inscribed with the name of Al-Mughira, son of the Caliph Abd-al-Rahman III, Umayyad Period. Cordoba, Spain. Louvre, Paris, France. Photo © Lauros/Giraudon/Bridgeman Art Library; St. Nicholas (about tenth century), Byzantine, Enamel, Museo Lazaro Galdiano, Madrid, Spain. Photo © Bridgeman Art Library; 327 © Eddie Gerald/age Fotostock; 328 Photo by Sharon Hoogstraten; 329 The Hebrews building cities for Pharaoh from the Barcelona Haggadah, a Hebrew service book read on Passover Eve (about 1350). Northern Spain. Shelfmark ID: Add 14761 Folio No: 43 r. British Library, London, Great Britain. Photo © HIP/Art Resource, New York; 330 left © Roger Ressmeyer/Corbis; right The Granger Collection, New York; 331 top left © Pete Saloutos/Corbis; top right The Granger Collection, New York; bottom left @ Ariel Skelley/Corbis; bottom right The Granger Collection, New York.

Chapter 12

334 bottom right © Eddie Gerald/Alamy; bottom left Water dropper in the form of a mandarin duck. China. Tang dynasty 618–906 A. D. Glazed pottery. Private collection. New York. Photo © Werner Forman/Art Resource, New York; **335** top © Photowood Inc./Corbis; second from top © Gallo Images/Corbis; third from top © Corbis/Jupiterimages Corporation; bottom Saint Louis IX embarking in boat for last crusade to Tunis, from History of Saint

Louis (about 1280). Bibliothèque Nationale Paris. Photo © JFB/ Bibliothèque Nationale Paris/The Art Archive; 336 © Jean Pierre Kepseu/Contributor/PANAPRESS/Getty Images; 337 top Ngady Amwaash, representing Mweel, sister of the founding ancestor Woot. Kuba culture of Central Zaire. National Museum, Ghana. Photo © Werner Forman/Art Resource, New York; 338 Illustration by Stephen R. Wagner; 340 left Textile (kente). Asante peoples, Ghana. Silk, 235 x 332.1 cm. Gift of Franklin H. Williams, 70-6-42. National Museum of African Art, Smithsonian Institution, Washington, DC, U.S.A. Photo @ Aldo Tutino/Art Resource, New York; center © J Marshall/Tribaleye Images/Alamy; right © Robert Estall photo agency/Alamy; 341 © Ferdinando Scianna/Magnum Photos; 343 top Illustration by Bill Cigliano; bottom © Kazuyoshi Nomachi/Corbis; 345 King of Mali (about 1375), Abraham Cresques. The king seated on his throne, wearing a crown and holding an orb and sceptre, is portrayed at the center of a map of his realm. British Library, London, Great Britain. Photo © HIP/Art Resource, New York; 346 Askia Muhammed. © Leo and Diane Dillon; 348-349 Illustration by Terence Gabbey; 351 top @ Andrew Holt/Alamy; bottom @ Robert Preston/Alamy; 355 bottom @ Arne Hodalic/Corbis; top @ Robert Preston/Alamy; top inset © Robert Harding Picture Library Ltd/ Alamy; 356 Alfonso I. © Leo and Diane Dillon; 357 Commemorative Figure: Seated Male (19th-20th century), Yombe people of Central Africa. Wood, glass, metal, kaolin, 11½" high. Purchase, Louis V. Bell Fund, Mildred Vander Poel Becker Bequest, Amalia Lacroze de Fortabat Gift, and Harris Brisbane Dick Fund, 1996 (1996.281). The Metropolitan Museum of Art, New York, NY. Photo © The Metropolitan Museum of Art/Art Resource, New York.

Chapter 13

360 bottom left Jade figurine of a jaguar spirit, Olmec. Dallas Museum of Art, Dallas, Texas. Photo © Werner Forman/Art Resource, New York; bottom right The tallest of the still erect stelae at Axum (4th-5th century). Aksum, Ethiopia. Photo © Werner Forman/Art Resource, New York; 361 top © Robert Harding Picture Library Ltd/Alamy; center © Inger Hogstrom/Age Fotostock; bottom left © Francesco Venturi/Corbis; bottom center The Mona Lisa, called La Gioconda (about 1503–1506), Leonardo da Vinci. Photo © Dagli Orti (A)/Musée du Louvre Paris/The Art Archive; bottom right Detail of Montezuma, (16th century), Artist unknown. Last king of the Aztecs. Photo © Dagli Orti (A)/Palazzo Pitti Florence/The Art Archive; 362 © Tom Van Sant/Corbis; 363 top @ Michael Maslan Historic Photographs/Corbis; bottom @ Pep Roig/Alamy; 365 © Ed Simpson/Stone/Getty Images; 367 © Jean du Boisberranger/Riser/Getty Images; 369 top Illustration by Philip Howe; bottom Monolithic Olmec head found near La Venta. La Venta, Tabasco, Mexico. Photo © SEF/Art Resource, New York; 370 Photo by Sharon Hoogstraten; 371 Jade mosaic mask of Lord Pacal. National Anthropological Museum, Mexico. Photo © Dagli Orti/ National Anthropological Musuem, Mexico/The Art Archive; 372 bottom Detail from The Great City of Tenochtitlan (1945), Diego Rivera. 4.92 × 9.71 m. Patio corridor. National Palace, Mexico City, D.F., Mexico. © Banco de Mexico Trust. Photo © Schalkwiik/Art Resource, New York; 373 top Aztec funeral rites. From Codex BR 232. Aztec manuscript. Biblioteca Nazionale, Florence, Italy. Photo © Scala/Art Resource, New York; inset Aztec codex Fejervary-Mayer shown partially unfolded (A.D. 1350-1521), Aztec. Paintings cover both sides of the codex and may relate to the beliefs and lore of the Pochteca, the merchants of the Aztec world who traded long distances. Mixtec style, Mexico. Liverpool Museum, Liverpool, Great Britain. Photo © Werner Forman/Art Resource, New York; 374 Pachacuti, 10th Inca King (mid-18th century), Peruvian School. Oil on canvas. © Collection of the New York Historical Society, U.S.A. Photo © Bridgeman Art Library; 375 Chasquis or Inca messenger, from History of the Inca Kingdom, Nueva Coronica y buen Gobierno (about 1587), Guaman Poma de Ayala. Manuscript with illustrations. Peru. Photo © Dagli Orti/Archaeological Museum Lima/The Art Archive; 376-377 Illustration by Peter Bull; 376 bottom left © Danny Lehman/Corbis; 379 top Hide shield cover painted with symbols which gave its owner spiritual protection. Plains Indians, U.S.A. Field Museum of Natural History, Chicago, U.S.A. Photo © Werner Forman/Art Resource, New York; bottom © David R. Frazier Photolibrary, Inc./Alamy; 380 © Richard A. Cooke/Corbis; 381 © Robert van der Hilst/Corbis; 383 © John Fryer/Alamy; 385 Statuette of a warrior (650-1000), Mayan classical epoch (out of copyright). Terracotta. Photo © Museo Nacional de Antropologia, Mexico City, Mexico/Bildarchv Steffens/Henri Stierlin/Bridgeman Art Library.

Chapter 14

386 top left Head of Buddha. Schist. North West India. Gandhara period (third-fifth century). Victoria and Albert Museum, London, Great Britain. Photo © Victoria and Albert Museum, London/

Art Resource, New York; bottom © Bojan Brecelj/Corbis; top right Tomb figure of a horse (618-906) Tang dynasty. Pottery. Idemitsu Museum of Art, Tokyo, Japan. Photo © Werner Forman/ Art Resource, New York; 387 top Meiping Vase (Song dynasty 906-1279), China. Ceramic. Height: 26.2 cm. Inv.: MA 4113. Photo © Richard Lambert/ Réunion des Musées Nationaux/Art Resource, New York; bottom Pectoral ornament in the form of a doubleheaded serpent. Aztec. Turquoise. Full view. Approximately 17' British Museum, London, Great Britain. Photo © Werner Forman/ Art Resource, New York; 389 top Illustration by Bill Cigliano; bottom © Galen Rowell/Corbis; 390–391 Colossal seated Buddha and Bodhisattva. The oldest known example of Buddhist art rock carving. Cave 20, Yungang Caves, Datong, China. Photo © Werner Forman/Art Resource, New York; 392 © D.E. Cox/Stone/ Getty Images; 394 © British Library/The Art Archive; 395 © Ru Suichu/Panorama/The Image Works, Inc.; 396–397 Illustration by Sebastian Quigley; 396 © joSon/Digital Vision/Getty Images/ PunchStock; bottom Illustration by Sebastian Quigley; 398 © David Lawrence/Corbis; 399 top Standing Court Lady (mid 600's) Tang Dynasty, China. Pottery with painted decoration. Height 151/8 inches. Anonymous gift in memory of Louise G. Dillingham, 1978. Metropolitan Museum of Art, New York/Art Resource, New York; bottom Wang Chuan's Residence, after the Painting Style and Poetry of Wang Wei (about 1495–1552), Qiu Ying. Ink and color on silk. Private Collection. Photo © Christie's Images/Bridgeman Art Library; 400 © Archivo Iconografico, S.A./Corbis; 401 Civil Service Exam under Emperor Jen-Tsung (Song Dynasty). From *The Lives of the Emporors of China* (17th–18th century) Qing Dynasty. Watercolor on silk. Bibliotheque Nationale, Paris, France. Photo © Bridgeman-Giraudon/Art Resource, New York; 402 © David Lawrence/Corbis; 403 left @ Dagli Orti/The Art Archive; right Bank-note from Kublai Khan's first issue of bank-notes (1260-1287) from The Book of Ser Marco Polo (ed. Yule, pub. 1903). Private Collection. Photo © Bridgeman Art Library; 404 © ChinaStock; 405 © Genius of China Exhibition/The Art Archive; 407 top Mongol passport (13th century). Yuan dynasty, China. Purchase, Bequest of Dorothy Graham Bennett, 1993. Metropolitan Museum of Art. New York. Photo @ Metropolitan Museum of Art, New York/Art Resource, New York; bottom @ Burstein Collection/Corbis; 410 @ The Art Archive; 412 © Science Museum/Science and Society Picture Library; 413 top Ming Vase with three color decoration, Chinese School. Porcelain. © Musée Guimet, Paris, France/The Bridgeman Art Library International; bottom © Kevin Morris/Stone/Getty Images; 416 top Photo by Sharon Hoogstraten; bottom © Science Museum/Science and Society Picture Library; 418 top Science Museum/Science and Society Picture Library; center left © David Butow/Corbis SABA; bottom front @ Joseph Sohm/Visions of America/Corbis; bottom middle © Dieter Melhorn/Alamy; bottom back © Dieter Melhorn/Alamy; 419 top left © Michelle Joyce/Index Stock Imagery, Inc.; top right © Rob Gage/Taxi/Getty Images; bottom © Jeff Hunter/The Image Bank/Getty Images.

Chapter 15

422 bottom left Shotoku Taishi. Private Collection, Paris. Photo © Dagli Orti/Private Collection, Paris/The Art Archive; bottom right © Austrian Archives/Corbis; 423 bottom left Osman I, founder of the Ottoman empire, Sultan 1299–1326, from A Series of the Emperors of Turkey (1808), John Young. Watercolor. Stapleton Collection, United Kingdom. Photo © Bridgeman Art Library; bottom right © Reuters/Corbis; 425 top Illustration by Bill Cigliano; bottom © Jon Hicks/Corbis; 426 Shotoku Taishi. Private Collection, Paris Photo © Dagli Orti/Private Collection, Paris/The Art Archive; 427 Lady Murasaki Shikibu. Japanese court lady and author of Tale of The Genji. Private Collection, Paris. Photo @ Dagli Orti/Private Collection, Paris/The Art Archive; 428-429 Illustration by Becky Heavner; 428 Servants at Work from Hoke-kyo Sutra (about 1150-1185). Photo © Barney Burstein/Burstein Collection/Corbis; 430 © Sakamoto Photo Research Laboratory/Corbis; 431 © Philip Gatward/Dorling Kindersley; 432–433 Illustration by John James; 435 top Korean Celadon (12th century). Koyo period. 34.1 cm high. Inv.: C.70-1935. Victoria and Albert Museum, London. Photo © Victoria and Albert Museum, London/Art Resource, New York; bottom © Trip/Alamy; 436 © Christophe Boisvieux/Corbis; 438 © Colin Young-Wolff/PhotoEdit; 439 © Stockfolio/Alamy; 440 bottom From The Warrior Queens by Antonia Fraser. Vintage Books, a division of Random House, Inc., New York. © 1988 Antonia Fraser; 441 © Laurie Strachan/Alamy; 442 Shah Jahan, who built the Taj Mahal for his wife (17th century), India. Moghul miniature painting. Photo © Dagli Orti/Collection Antonovich/The Art Archive; 443 top Maharata Jagat Singh II of Mewar riding on an elephant in procession with members of his family and leading sirdars. Odaipur 1745. Mughal. India. Photo © Ancient Art and

Architecture; bottom Miniature painting depicting Timur, Babur, and Humayun (about 1700-1775). Photo © Stapleton Collection/ Corbis; 445 Akbar, from an album of portraits of Mughal Emperors at Delhi (1774), Indian School. Gouache on paper. Bibliotheque Nationale, Paris, France. Photo © Bridgeman Art Library; 446 © Joan Swinnerton/Alamy; 447 Visvamitra, his attendants and his army attend the sumptuous feast at the hermitage, from the Bala Kanda, the first book of the Ramayana (1712), Udaipur. British Library, London, Great Britain. Photo © HIP/Art Resource, New York; 448 © SCPhotos/Alamy; 449 The Grand Union Flag. Color woodblock print, Private collection, Photo © Archives Charmet/Bridgeman Art Library; 451 top Captive Christian ambassadors at court of Suleiman the Magnificent from manuscript devoted to campaigns of Suleiman in Hungary (16th century). Topkapi Museum, Istanbul. Photo © Dagli Orti/The Art Archive; bottom Blue Mosque in Istanbul (1609-1617), Mehmet Aga. Photo © Danny Lehman/Corbis; 452 The Turks recapture the fortress of Tenedos from Memoire Turchesche, (16th century). Manuscript. Photo © Dagli Orti (A)/Museo Correr Venice The Art Archive; 454 @ Yann Arthus-Bertrand/Corbis; 455 Ottoman robe belonging to Bayezid II. Topkapi Museum, Istanbul, Turkey. Photo © Dagli Orti/The Art Archive.

Unit 6 Opener

458–459 İllustration by Philip Howe; 459 top Armor (about 1400 and later). Steel, brass, textile, 66½" high. Bashford Dean Memorial Collection, Gift of Helen Fahnestock Hubbard, in memory of her father, Harris C. Fahnestock, 1929 (29.154.3). The Metropolitan Museum of Art, New York, NY. Photo © The Metropolitan Museum of Art/Art Resource, New York; center Portrait of Martin Luther, Lucas Cranach the Elder. Germanisches Nationalmuseum, Nuremberg, Germany. Photo © Scala/Art Resource, New York; bottom Compass with sextant and dial (1617), Elias Allen. Gilt brass. Inv.: M.51–1963. Victoria and Albert Museum, London. Photo © Victoria and Albert Museum, London/Art Resource, New York.

Chapter 16

460 bottom left Portrait of Clovis I, King of France (about 1860-1910). Photo © Michael Nicholson/Corbis; bottom right Pillow (carried by a child) (Sung dynasty), China. Porcelain, celadon glaze, 51/2" diameter. Collection of the Newark Museum, Jaehne Collection, 1939. Inv: 39.28. The Newark Museum, Newark, New Jersey. Photo © The Newark Museum/Art Resource, New York; 461 bottom left Head of an Oni (11th-15th century), Yoruba culture, African. Zinc and brass. Museum of Ife Antiquities, Ife, Nigeria. Photo @ Ancient Art and Architecture Collection Ltd/ Bridgeman Art Library; bottom right King Edward III of England crosses Somme while French hold ford at Blanchetague before Battle of Crecy in 1346, during Hundred Years War (15th century). Manuscript, Photo © Bibliothèque Nationale Paris/The Art Archive: 463 bottom The Granger Collection, New York; top Vessel showing Phaidra and possibly Hippolytos, origin unknown. Antique sardonyx gem. Foote and brim from the time of Dagobert, king of the Franks. Treasury, Abbey, St. Maurice, Switzerland. Photo © Erich Lessing/Art Resource, New York; 464 Portrait of Clovis I, King of France (1780), Pierre Duflos. Photo © Stapleton Collection/ Corbis; 465 Detail of Charlemagne with model of cathedral (1825), J.P. Scheuren. Stadtmuseum Aachen. Photo © Dagli Orti (A) /The Art Archive; 466-467 Illustration by Martin Hargraves; 468 left Armor (about 1400 and later). Steel, brass, textile, 661/2" high. Bashford Dean Memorial Collection, Gift of Helen Fahnestock Hubbard, in memory of her father, Harris C. Fahnestock, 1929 (29.154.3). The Metropolitan Museum of Art, New York, NY. Photo © The Metropolitan Museum of Art/Art Resource, New York: right Japanese Armor and bow, Museo Chiossone, Genoa. Italy. Photo © Scala/Art Resource, New York; 470-471 Illustration by John James/Temple Rogers—Artists' Agents; 472 The Granger Collection, New York; 473 The Crusades: Pope Urban II Orders the Conquest of Tierra Santa (15th century). Photo © Archivo Iconografico, S.A./Corbis; bottom © Photofrenetic/Alamy; 474–475 Illustration by Martin Hargraves; 476 © Bettmann/Corbis; 479 © JLImages/Alamy; 480 Add 42130 f.56 Border detail of an archer, begun prior to 1340 for Sir Geoffrey Luttrell (14th century), English School. Vellum. British Library, London, United Kingdom. © British Library Board. All Rights Reserved. Photo © Bridgeman Art Library; 481 top Illustration by John Tomaselli; bottom Plague victims being cared for in Perugia, Italy (16th century). Manuscript detail. Photo © Dagli Orti/Biblioteca Augusta Perugia/The Art Archive; 482 Illustration by Steven Wagner; Illustration by Steven Wagner; 483 Joan of Arc (about 19th century), Sir John Gilbert. © Trustees of the Royal Watercolour Society, London, United Kingdom. Photo © Bridgeman Art Library; 484 The Granger Collection, New York; 485 Fight of the garrisons of Cherbourg

and Montebourg (1450), from Chronique d'Angleterre by Jean de Wavrin. 15th century French manuscript illumination. Ms.Royal 14 E.IV, fol.281 v. British Library, London. Photo © British Library/ akg-images, London; 486 top Members of a Flagellate Sect from Hartmann Schedel, Liber cronicarum (Weltchronik), Nuremberg (A.Koberger) (1493), Michael Wolgemut. Woodcut. Photo © akg-images, London; bottom @ Phototake Inc./Alamy; 487 top left Masked doctor during plague in Venice from Grevenbroeck Manuscript (17th century). Photo © Dagli Orti (A)/Museo Correr Venice/The Art Archive; top right AP/Wide World Photos; center left © Anthony Bannister/Gallo Images/Corbis; center right The Use of Leeches, from The Decameron (1400's). French School. Bibliotheque Nationale, Paris, France. Photo © Archives Charmet/ Bridgeman Art Library; bottom © Michael N. Paras/Corbis; 488 © Jarrold Publishing/The Art Archive; 489 top © Eddie Geoghegan/ www.araltas.com; bottom The Granger Collection, New York; 490 Facsimile edition of the Magna Carta, first published in 1225 (1816), English School. Vellum. Private Collection. Photo © The Stapleton Collection/Bridgeman Art Library; 491 The Granger Collection, New York; 492 AP/Wide World Photos; 493 © Corbis.

Chapter 17

496 bottom left Mask of Tlaloc (1440–1469), Aztec. Painted terracotta vessel. From Templo Mayor, Mexico City. Museo del Templo Mayor Mexico. Photo © Dagli Orti/Museo del Templo Mayor Mexico/The Art Archive; bottom right The Granger Collection, New York; 497 top left Angel Annunciate and prophet Zaccariah, Jan van Eyck. Closed state of the Polyptych. Cathedral of St. Bavo, Ghent, Belgium. Photo © Scala/Art Resource, New York; top right Pieta (1499), Michelangelo Buonarroti. Marble. Vatican Museums and Galleries, Vatican City. Photo © SuperStock, Inc./ SuperStock; bottom left Detail of David, Michelangelo Buonarroti. Photo © George Tatge/Alinari Archives/Corbis; bottom right Detail of William Shakespeare (1847), Louis Coblitz. Represented at age 34. Copy after an anonymous English painting at Royal collections at Hampton Court. Oil on canvas. 76.5 x 65 cm. Inv.: MV 3353. Chateaux de Versailles et de Trianon, Versailles, France. Photo © Gérard Blot/Réunion des Musées Nationaux/Art Resource. New York; bottom center Model of a 16th century Japanese warrior (20th century), Japanese School. Private Collection. © The Bridgeman Art Library; 498 © Gary Yeowell/Stone/Getty Images; 499 top Illustration by Bill Cigliano; bottom Dish (13th-14th century), Islamic. Mongol period, Iran. Musée National de Céramiques Sèvres. Photo © Dagli Orti/Musée National de Céramiques Sèvres/The Art Archive; 500 top The Leagues of Ethiopians Go to Rome to Demand Peace, from Les Trois Decades, Titus Livius. Musée Condé, Chantilly, France (ms. 309/760 fol. 96 v). Photo © Giraudon/Art Resource, New York; bottom Petrarch, Andrea del Castagno. Uffizi, Florence, Italy. Photo © Scala/Art Resource, New York; 501 The School of Athens (1509-1511) Raphael. Fresco. Stanza della Segnatura, Palazzi Pontifici, Vatican City. Photo © SuperStock, Inc./SuperStock; 504 The Marriage of the Virgin, Raphael. Pinacoteca di Brera, Milan, Italy. Photo © Scala/Art Resource, New York; left Mona Lisa (about 1503-1505), Leonardo da Vinci. Oil on wood panel. Musée du Louvre, Paris, France. Photo © SuperStock, Inc./SuperStock; center The Sistine Chapel ceiling frescoes (after restoration), Michelangelo Buonarroti. Overall of the vault. The nine central scenes are divided into groups of three: The Life of Noah, Adam and Eve and Original Sin and God, Creator of the Universe. Sistine Chapel, Vatican Palace, Vatican State. Photo © Erich Lessing/Art Resource, New York; right The Creation of Adam (detail of the hands of God and Adam from the Sistine Chapel ceiling), Michelangelo Buonarroti. Sistine Chapel, Vatican Palace, Vatican State. Photo © Scala/Art Resource, New York; 505 Portrait of Niccolo Machiavelli, Santi di Tito. Palazzo Vecchio, Florence, Italy. Photo © Scala/Art Resource, New York; 506 background The Granger Collection, New York; top The Granger Collection, New York; center Design for spiral screw enabling vertical flight, Leonardo da Vinci. Manoir du Clos Lucé. Photo © Dagli Orti/Manoir du Clos Lucé/The Art Archive; bottom The Granger Collection, New York; 507 background © Pete Saloutos/ Corbis; top right © Martyn Goddard/Corbis; bottom © David Job/Stone/Getty Images; top left © Andrew Brookes/Corbis; 508 The Granger Collection, New York; 509 top German fashion of the Renaissance (about 1400). Antique hand-colored print. © North Wind/North Wind Picture Archives-All rights reserved; bottom The Potters' Fair at Ghent, David Teniers the Younger. Oil on panel, 83.3 × 113.5cm. Private Collection. Photo © Johnny Van Haeften, Ltd., London/Bridgeman Art Library; 510 top inset Francis I (about 1525), Jean Clouet. Photo © Dagli Orti/Musée du Louvre Paris/ The Art Archive; top @ André Jenny/Alamy; 511 Peasants' Dance (1568), Pieter Brueghel the Elder. Oil on oakwood, 114 x 164 cm.